DOCUMENT RESUME

ED 353 996 IR 054 372

AUTHOR	Jones, Douglas; And Others
TITLE	Report of the Task Force on Access/Ownership Policy.
INSTITUTION	Arizona Univ., Tucson. Library.
PUB DATE	16 Sep 91
NOTE	76p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Access to Information; *Change Strategies; College Libraries; Financial Support; Guidelines; Higher Education; Interlibrary Loans; *Library Automation; *Library Collection Development; Library Instruction; Library Planning; Library Services; Library Statistics; Long Range Planning; Organization; *Policy Formation; Research Libraries; Tables (Data); *User Needs (Information)
IDENTIFIERS	Focus Groups Approach; *University of Arizona

ABSTRACT

This report of the task force charged with defining and researching the issues related to access and ownership of materials at the University of Arizona library presents 23 short-and long-term recommendations in the following areas: (1) organization, including the establishment of separate staff units for access services and collection management and development; (2) automation, including implementing an integrated library system that interfaces with other information networks via the Internet; (3) collection development, such as establishing a cooperative collection development policy beginning with other Arizona universities; (4) financial issues, including strategies for funding document delivery and fund raising; (5) serials, including the development of guidelines for full-text document delivery as an alternative to local ownership; (6) staffing/service, such as studying what user services will be needed with greatly increased automation; and (7) use/user studies, including gathering data needed for decision-making in carrying out recommendations. A report on library users is included that is based on discussions by focus groups of faculty, graduate students, and library staff; analysis of graduate research citations; and interlibrary loan statistics. The document also contains data tables, background information about the library's financial condition, and a lengthy report from the focus groups. (Contains 57 references.) (KRN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED353996

Report of the Task Force on Access/Ownership Policy

submitted to

Carla Stoffle
University Librarian
University of Arizona Library

September 16, 1991

Task Force Members:

Douglas Jones (co-chair)
J. Travis Leach (co-chair)
Stephen Bosch
Beth Brin
Elissa Cochran
Louise Greenfield
Mina Parish

IR 053 992

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Douglas E. Jones
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TABLE OF CONTENTS

INTRODUCTORY REMARKS 2

ACKNOWLEDGEMENTS 3

EXECUTIVE SUMMARY 4
- INTRODUCTION 4
- SHORT TERM RECOMMENDATIONS 4
- LONG TERM RECOMMENDATIONS 6

BACKGROUND REPORT 8
- INTRODUCTION 8
- FISCAL CONDITIONS 8
- OWNERSHIP/ACCESS QUESTION 9
- GRAPH - COMPARISON OF LIBRARY WITH AZ INCOME 11
- DATA TABLE - COMPARISON OF LIBRARY WITH AZ INCOME 12
- GRAPH - UA/ARL BENCHMARK INSTITUTIONS 13
- DATA TABLE - UA/ARL BENCHMARK INSTITUTIONS 14
- DATA TABLE - LIBRARY ACTIVITIES AND CAMPUS POPULATIONS 15

REPORT ON LIBRARY USERS 16
- FOCUS GROUPS REPORT 16
- FOCUS GROUPS - OVERVIEW 17
- SUMMARY OF FACULTY FOCUS GROUPS ISSUES 19
  - Collection/Ownership Issues 19
  - Service Issues 19
  - Access Issues 19
  - Financial Issues 20
  - External Environment 20
- GRADUATE RESEARCH CITATION ANALYSIS 21
  - Citation analysis graph 22
- ILL STATISTICS 23
  - Graph of ILL statistics 24

RECOMMENDATIONS - LIBRARY RESOURCES FOR USER ACCESS 25
- ORGANIZATION 25
- AUTOMATION 26
- COLLECTION DEVELOPMENT 28
- FINANCIAL ISSUES 31
- SERIALS 32
- STAFFING / SERVICE 34
- USE / USER STUDIES 36

CONCLUDING COMMENTS 37

APPENDIX A. CHARGE TO THE TASK FORCE 38

APPENDIX B. FOCUS GROUP REPORT 40

APPENDIX C. LIBRARY PRICE INDEXES 59

BIBLIOGRAPHY 63

INTRODUCTORY REMARKS

The Charge to the Task Force included the following major elements:

1. To "succinctly define the problem"
2. To research the issues related to access and ownership
3. To suggest recommendations to guide the library in developing future policy.

The Task Force first looked for other libraries which were developing proposals for funding and resource allocation that would move them away from being a predominately "ownership" type of operation. Initially, it found no concrete evidence that any comparable or peer libraries have actually, consciously made a change; or for that matter, evidence of a group similar to this Task Force with a similar charge. A few smaller libraries are experimenting with providing access rather than ownership, for example, The Gelman Library at George Washington University and the University of Texas at Austin Medical Library. Recently, however, two substantive programs have been identified. The academic libraries in Utah have implemented a cooperative collection development program, rapid document delivery service, and use of CARL's Uncover for browsing. A carefully controlled study done at four SUNY campuses involved the analysis of the use of FAX and electronic delivery of articles from 200 journals. Both of these projects merit further study but do not significantly affect the findings or recommendations of this report.

We then did a literature search; not an easy task considering the elusive or nebulous nature of some of the issues, and the fact that we evidently were at the forefront in examining this issue. The search did provide the Task Force with much relevant information, and provided inspiration for the brain storming sessions, including the Focus Group meetings, which followed. We also talked with experts in library theory such as Ann Okerson, Director, Office of Scientific and Academic Publishing, Association of Research Libraries; and with communication experts such as Peter Young, Executive Director of National Commission for Library and Information Sciences; Dr. N. L. Rapagnani, Associate Vice President, C.C.I.T., David Hunt, Director, Administrative Information Systems, and other staff of C.C.I.T. The LIBADMIN Electronic Conference was also a source of information.

We hope this report will be useful to the UA Administration, faculty and students, as well as the UA Library Administration and staff in making the scope and seriousness of the dilemma plain to all. We expect it to elicit much discussion, and hope it will be a useful guide in making UA Library policy.

ACKNOWLEDGEMENTS

The Task Force is grateful for the support and cooperation it received from Sara Heitshu, and the other Assistant University Librarians, and to Shelley Phipps, Acting University Librarian.

We also thank all UA Faculty members and library staff who were part of the Focus Groups, too many to name individually here.

Special thanks from the Task Force go to: Dr N. Rapagnani, Associate Vice President, C.C.I.T. and David Hunt, Director, Administrative Information Systems, C.C.I.T., for giving us a glimpse into of the future of electronic communications; Nancy Autrey for her help in organizing the Focus Groups; Teresa Powell for creating the bibliography using her Pro-Cite expertise; Chestalene Pintozzi for helping to facilitate the Focus Groups and co-author the Focus Group Report; Karen Williams, and Cynthia Bower who helped organize and conduct the Focus Group sessions.

EXECUTIVE SUMMARY

REPORT OF THE TASK FORCE ON ACCESS/OWNERSHIP POLICY

A. INTRODUCTION

The University of Arizona Library can no longer afford to meet the information needs of the students and faculty by only purchasing and storing materials locally. Access - the process by which information is locally identified and then obtained from outside sources - can provide the opportunity for this library to maintain the depth and diversity of its information services. However, to successfully meet all the information needs of the patrons of a major public research institution will require a creative mix of local collections, networked information, sophisticated access tools, acquisitions on demand, document delivery, and cooperative collection development programs. This shift from a collections centered system to one based on access as well as ownership necessitates the reorganization of the library and the training of staff to support this transition. These efforts are necessary in order to improve the staff's ability to utilize local, regional, and national information resources and to create the expertise needed to use the electronic hardware and software required to provide patrons with information in a timely manner. To facilitate this change the library will need to clearly identify the current and future information needs of the students, faculty and staff at the University of Arizona.

B. SHORT TERM RECOMMENDATIONS (begin implementation 0-2 years)

1. Implement a integrated library system (ILS) that interfaces with other information networks via InterNet and provides a platform for a campus-wide information network. This system will greatly enhance the ability of patrons to locate materials in the library and will facilitate the identification of external sources by providing indexes to that information.

2. Establish an access services unit that includes some or all of the following activities: document delivery (campus wide delivery of books and articles, traditional ILL, high speed e.g. fast turn-around document delivery, delivery of journal articles from commercial vendors), photocopy, reserve book room (needs renaming to incorporate electronic document delivery option), loan, and reshelving.

3. Fund document delivery (all ILL, journal articles from commercial vendors, computer searching, downloading from full text databases, etc.) by reappropriating funds from the information access budget.

4. Acquire or develop computer systems, including expert systems and hypercard applications which facilitate library instruction, reference services, as well as more sophisticated self directed learning programs. Librarians should become responsible for

the creation and operation of systems which facilitate access, communication, and education for information management. This will involve more reference-by-appointment and more direct work with faculty and graduate students while providing less block-scheduling of librarians at the reference desks.

5. Forge strong coalitions with CCIT and other campus groups which could utilize library systems as a gateway to other databases or informational / instructional services such as Sam Ward's C. Elegans (Nematode) project, the Water Resources Research Center, and the MAC / instructional technology users group. This is especially true concerning the development of the hardware and the intersystems communication capabilities of the integrated library system.

6. Under the direction of AUL for Systems and the Staff Development Committee, library staff should be trained to utilize all forms of information services and networks (Bitnet, e-mail systems, electronic conference systems, etc) in order to create the highest level of information literacy possible in the staff. Library staff will need to have the necessary resources to keep current with new trends in scholarly communications such as electronic journals, text digitizing, image storage and transmission projects, and full text workstations.

7. Establish an aggressive educational and instructional outreach program for faculty, students, and staff that describes the new vision of the library and addresses the issues of access/ownership, information and computer literacy, and the impact of computer based technologies on library/campus services.

8. Create a separate collection management and development unit which would have close linkages with access services.

9. Establish through the Arizona Universities' Library Council an access/ownership committee that can address the broad issues involved with A/O such as ILL, extended loan services, document delivery, instruction, automation, etc.

10. Establish a co-operative collection development program among the U of A, Northern Arizona University, Arizona State University, A.S.U. West, AHSL, the U of A Law School and the Architecture Library that includes serials, books, cd-roms, and online formats.

11. Create a collection development policy that defines the core collection, research collections, and establishes levels of access that the library provides to its patrons. This policy should be based on an analysis (utilizing national standards) of current collections and use studies that define the information needs of the library's patrons.

12. Determine the optimum serials/monograph/access ratios with respect to the changing universe of publishing in order to best provide the information necessary to support the

wide variety of instructional and research activities on this campus.

13. Develop a set of guidelines addressing the choice of format(s) when more than one is(are) available. Consider these guidelines for serials (print, microfilm, online) and indexes and abstracts (print, CD-ROM, online--especially QuickSearch, loaded tapes).

14. Initiate procedures to obtain a greater percentage of the Indirect Cost Recovery monies and other nonstate resources from the University.

15. Charge non-university borrowers the full cost for the opportunity to use the library.

16. Pursue grant opportunities and other resources from external organizations that enhance the library's ability to provide information to its patrons.

17. Form a library-wide advisory group to outline the changes in staffing patterns and the organization of services necessary to implement these recommendations.

C. LONG TERM RECOMMENDATIONS (begin implementation 2-5 years)

1. Increase staffing as necessary in order to provide adequate access to information as the library's responsibilities expand in areas such as cooperative collection development, document delivery, information literacy and automation.

2. Once the preliminary access/ownership issues have been outlined, conduct a careful budget study to weigh budget constraints and reconcile these with the library's strategic plan and the long range recommendations of this report.

3. Load into the ILS those companion tape sets that provide bibliographic records for individual parts of major microform sets and the MULS database. Load other tapes that enhance access to existing UA materials such as NTIS and GPO (tapes that provide bibliographic information on individuals items in the National Technical Information Service microform sets, and to materials in the Government Documents Collection). The library should also load the tapes for CRL's collections. In addition, the library should consider mounting other types of databases such as those dealing with climate data, water resources, census, business statistics, etc.

4. Acquire or develop front-end systems that provide seamless information retrieval using uniform command protocols for systems available through the ILS in order to improve the ability of patrons to access local and networked information.

5. Acquire or develop computer systems that utilize the "scholars workstation" to provide for the direct transmission of information to endusers in the academic community. The system should provide access to bibliographic and numeric data as well as providing document delivery capabilities. For example, Cornell's CORE project, being developed in conjunction with Bell Communications Research, Chemical Abstracts Service,

American Chemical Society and OCLC, is exploring the exchange of chemical information in electronic format among chemical scientists at Cornell.

6. Promote revision of the standards used by the Association of Research Libraries and other accrediting bodies for ranking peer institutions based upon library holdings and units purchased. The access services provided by a particular library should be included as a qualitative measure.

I. BACKGROUND REPORT ON ACCESS/OWNERSHIP ISSUES

INTRODUCTION

Today, most academic libraries are faced with serious economic problems created by rampant inflation in both the price and the amount of information available to be purchased by libraries. This "information revolution" has impacted not only the price and quantity but has also affected the format in which information is published. Between 1979 and 1989 the average price of an academic book nearly doubled from $22.17 to $41.21 and the average price for journals nearly tripled from $30.37 to $85.37. During the period from 1979 to 1987 American book production jumped from about 29,000 titles to more than 56,000 titles.[1] Compounding this increase in price and quantity of traditional library materials, was an increase in publishing in electronic formats. For example, some periodical indexes are available in print, in CD-ROM, and are also available as magnetic tapes to be mounted in computers. Many libraries including the University Library find themselves purchasing these indexes in both the printed and electronic format. Libraries currently are faced with the dilemma of how to buy a greater number of more expensive materials with static budgets while at the same time providing more sophisticated access to information in electronic formats.

FISCAL CONDITIONS AT THE LIBRARY, THE UNIVERSITY AND THE STATE

The University of Arizona Library has been particularly hard hit by these conditions due to the allocation of inadequate resources to combat the twin inflationary factors driving the world of academic publishing, price and quantity. During the period from 1979-1989, the last period which has complete data for state income, revenues, and University and library budgets, the University of Arizona's allocations from the state's general fund did not keep pace with the general economic expansion of the state as evidenced by the increases in total personal income in Arizona and the increases in overall state revenues *(see graph on page 11 and accompanying statistics on page 12).* Within the University the library's materials budget did not keep pace with the general expansion of the University's budget. From 1979 to 1989 the University's allocation from the state's general fund increased 85% while the entire materials budget for the library, state and non state funds, increased only 61%. Compare this with the 111% increase in state revenues! During a period when material costs have more than doubled the library's slice of the state's economic pie has shrunk by about 25%.

---

[1]. Bowker Annual of Library and Book Trade Information. Please refer to Chapter on Book Trade Research and Statistics, sections on American Book Publishing (1981 & 1991 ed.), U.S. Periodicals Prices (1981 & 1991 ed.) , and the North American Academic Book Price Index (1991 ed.)

When an index of the library's materials budget now called the information access budget is compared to an index for library materials budgets at the University's peer institutions (the official set of peers), a similar pattern emerges *(see graph on page 13 and accompanying statistics on page 14)*. The index for academic library materials (costs) nearly doubles between 1979 and 1989 indicating the nearly doubling of the average price of library materials during this period. Our peer institutions managed to keep up with this inflation but the University Library did not as our materials budget increased only 61%. What the index for academic library materials does not measure is the increases in the amount of items available. This index only measures the increase in price for a set of similar materials from year to year. If the increase in quantity was included in the graph on page 5, our peer institutions would have fallen far behind the academic materials index and the U of A would have fallen even further behind.

The University faces an apparent stagnant period for budget growth during the next two years. The library is facing significant increases in the rates of inflation for serials of 12-15% and 7-10% for books. These increases should continue into the foreseeable future. With no increase in the materials budget we will be faced with cutting our book and serial acquisitions by 7% and 12% respectively for the next two years. The library would be unable to purchase new serials. We would be unable to add the new electronic formats that improve research capabilities. Budget increases of 10% per annum still would not provide an economic base to continue current collecting patterns and to add new computer based information resources. The twin inflationary forces driving the upward spiral of library materials costs combined with local budget difficulties have brought the University Library to a point where we must carefully reassess our information collecting patterns. We do not have the resources to conduct business as usual.

THE OWNERSHIP/ACCESS QUESTION

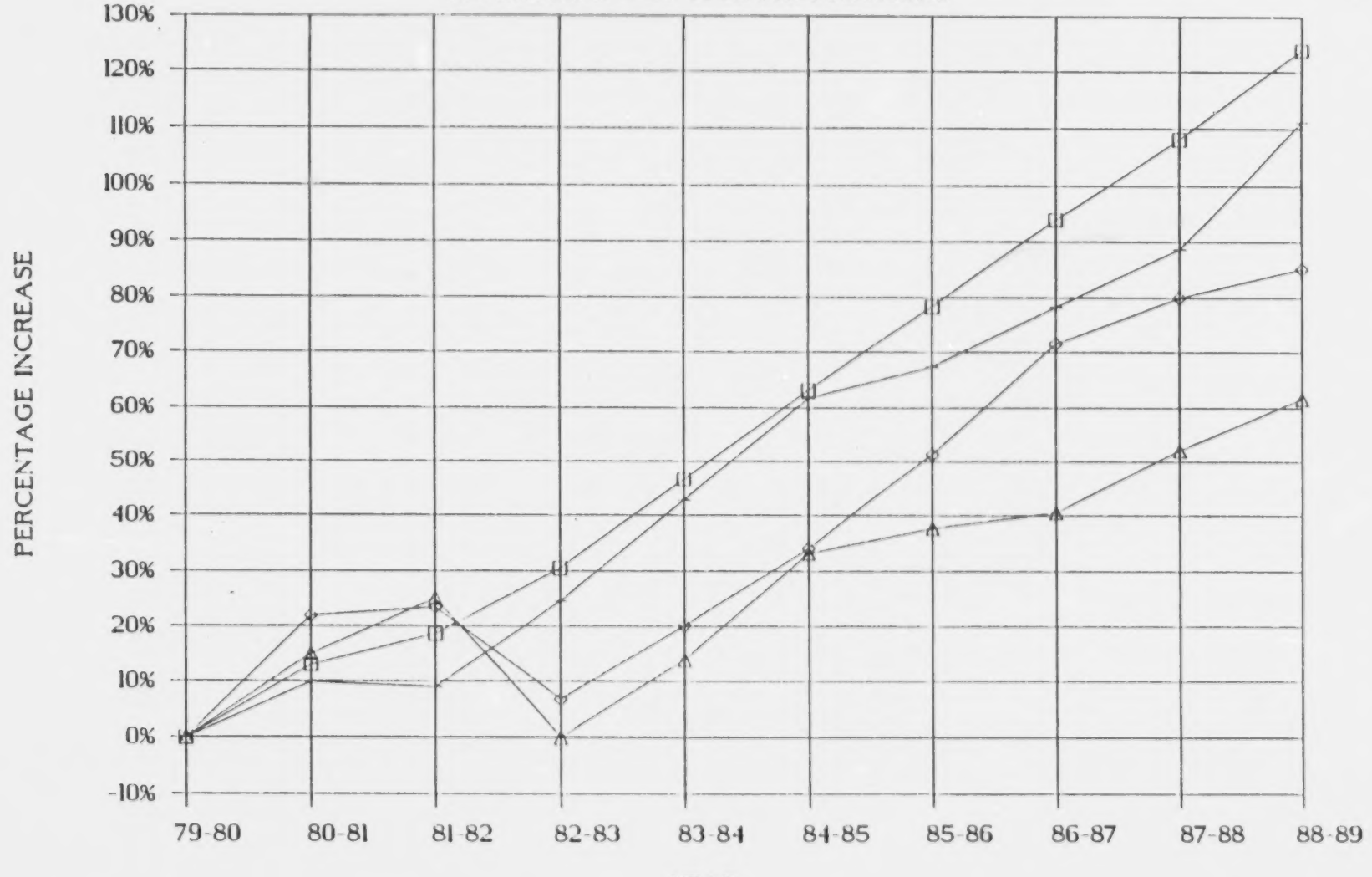
The proliferation of electronic publishing, information networks, full text databases, etc. is one aspect of the information market that has greatly increased demands on libraries' beleaguered buying power. At the same time these market forces provide the source of possible solutions to these problems. Through these mediums it becomes possible for the library to provide "access" to information without "owning" the information. We can borrow copies of books from other libraries, obtain photocopies of journal articles, download text and data from computerized systems, and this list is growing. We do not have to own a book or a journal to provide patrons with that book or journal in a reasonable amount of time. By reducing the amount of items we purchase, this also reduces processing costs, space requirements, and other internal costs, we can re-allocate resources to better position the library to evolve into a full service information resource for this campus. This evolution could be painful as the library changes the way it does business. Some services that formerly were free may have costs attached in the future. We may no longer collect books or journals as intensively in some areas. The organization and structure of the library could undergo radical change, as could use

patterns. Patrons may never leave their offices or dorm rooms to go to the library as the library's catalog would be available through the University's information network, and items could be delivered through the campus mail. The library could also serve as a window to other information resources such as regional catalogs of other libraries, other networks, bulletin boards, and a wide variety of digitized information.

The library can not move in these directions if we attempt to do business as usual i.e. purchasing as many books and journals as we can afford. Rising costs do not leave this as a viable option. The library must reassess our collecting patterns and discover what combination of purchases and "access" best supports the teaching and research needs of our patrons at this University.

COMPARISON OF LIBRARY WITH AZ INCOME,

REVENUES, & U OF A APPROPRIATIONS



13

14

COMPARISON OF U OF A LIBRARY MATERIALS EXPENDITURES WITH UNIVERSITY APPROPRIATIONS, AZ GENERAL FUND REVENUES, AND AZ PERSONAL INCOME

	79-80	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88	88-89
AZ TOTAL PERSONAL INCOME (in thousands)	$25,091,476	$28,338,935	$29,756,060	$32,750,453	$36,800,322	$40,962,754	$44,766,312	$48,699,089	$52,232,606	$56,196,000
AZ GENERAL FUND REVENUES (in thousands)	$1,358,468	$1,492,438	$1,480,444	$1,692,946	$1,939,797	$2,197,011	$2,274,823	$2,422,003	$2,563,118	$2,868,350
UNIV. OF AZ GENERAL FUND APPRORIATION	$118,037,284	$143,880,144	$145,701,100	$126,025,100	$141,770,300	$158,202,800	$178,680,300	$202,582,700	$212,537,200	$218,596,600
U OF A LIBRARY MATERIALS BUDGET	$3,195,570	$3,674,784	$3,996,488	$3,194,650	$3,639,771	$4,256,069	$4,402,842	$4,490,859	$4,861,673	$5,167,203

PERCENTAGE OF INCREASE SINCE 1979-80

AZ TOTAL PERSONAL INCOME (in thousands)	0.00%	12.94%	18.59%	30.52%	46.66%	63.25%	78.41%	94.09%	108.17%	123.96%
AZ GENERAL FUND REVENUES (in thousands)	0.00%	9.86%	8.98%	24.62%	42.79%	61.73%	67.46%	78.29%	88.68%	111.15%
UNIV. OF AZ GENERAL FUND APPRORIATION	0.00%	21.89%	23.44%	6.77%	20.11%	34.03%	51.38%	71.63%	80.06%	85.19%
U OF A LIBRARY MATERIALS BUDGET	0.00%	15.00%	25.06%	0.00%	13.90%	33.19%	37.78%	40.53%	52.14%	61.70%

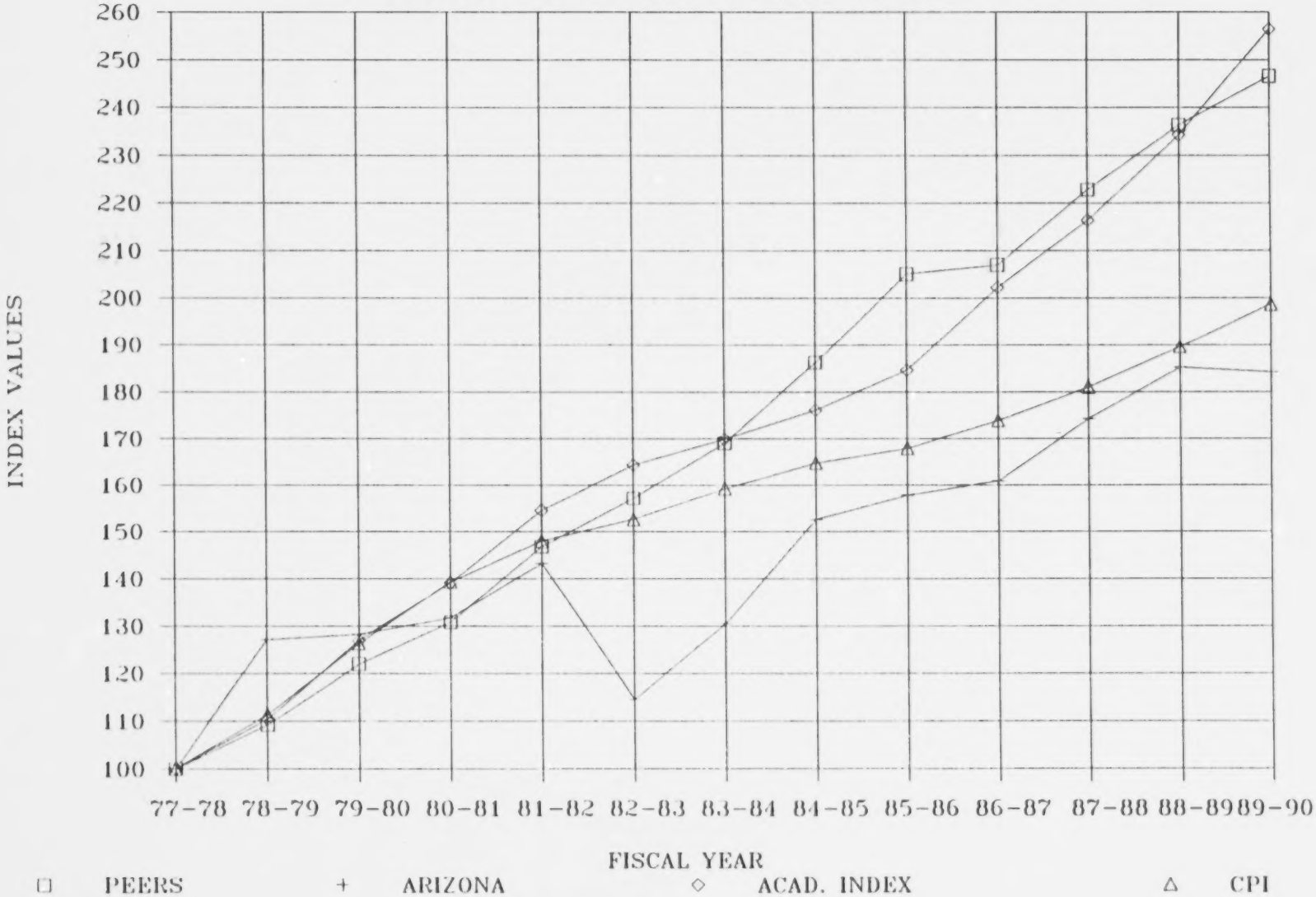
Note regarding sources: Figures for personal income were taken from the Arizona Statistical Abstract, 1990, and from the U.S. Dept. of Commerce Bureau of Economic Analysis - Survey of Current Business; figures for Arizona General Fund Revenues and U of A Appropriations are taken from the Annual Financial Report of the State of Arizona (the U of A Appropriation was adjusted for 1980-83 to remove the budget for operating expenses at University Hospital.)
Figures for the U of A Library Materials Budget were taken from the A.R.L. Annual Statistics report on materials expenditures.

15

16

UA/ARL BENCHMARK INSTITUTIONS

LIBRARY EXPENDITURES COMPARED TO C.P.I.



SEPTEMBER 3, 1991

COMPARISON OF U OF A / ARL BENCHMARK INSTITUTIONS LIBRARY MATERIALS EXPENDITURES PRICE INDEX 1977–1990

	77–78	78–79	79–80	80–81	81–82	82–83	83–84	84–85	85–86	86–87	87–88	88–89	89–90
TEXAS	$3,239,868	$2,620,192	$2,880,062	$4,504,655	$4,847,047	$6,200,024	$6,468,425	$6,539,296	$6,281,077	$4,716,862	$4,842,279	$5,549,375	$5,635,765
CALIFORNIA	$2,471,036	$3,164,447	$3,391,896	$3,890,000	$4,169,260	$4,313,694	$4,920,756	$5,115,266	$5,487,829	$6,063,143	$6,665,477	$7,821,472	$8,501,331
ILLINOIS	$2,217,557	$2,759,245	$3,105,575	$3,158,596	$4,019,841	$3,522,005	$4,369,205	$4,724,114	$4,990,169	$4,699,094	$5,244,029	$5,649,902	$6,170,406
FLORIDA	$3,337,220	$3,724,602	$2,981,715	$2,897,884	$2,446,470	$2,555,757	$2,276,279	$2,930,847	$3,674,290	$3,951,100	$4,361,661	$4,751,486	$7,123,393
VIRGINIA	$2,417,737	$2,525,724	$3,031,146	$2,445,290	$2,693,004	$2,886,476	$3,104,587	$4,345,772	$4,489,745	$4,822,066	$4,694,633	$5,037,657	$5,951,663
N. CAROLINA	$2,089,588	$2,489,464	$2,825,763	$2,911,063	$3,520,990	$3,441,258	$3,845,460	$4,222,600	$4,428,784	$4,753,550	$4,845,776	$4,943,124	$4,711,478
IOWA	$2,057,256	$2,125,288	$2,308,660	$2,591,725	$2,794,902	$3,141,842	$3,079,409	$3,406,656	$3,920,605	$4,294,461	$4,327,897	$4,661,359	$4,894,520
ARIZONA*	$2,789,581	$3,548,029	$3,195,570	$3,674,784	$3,996,488	$3,194,650	$3,639,771-	$4,256,069	$4,402,842	$4,490,859	$4,861,673	$5,209,660	$5,420,090
MINNESOTA	$1,928,757	$2,062,676	$2,309,764	$2,545,691	$2,781,213	$3,453,396	$3,663,283	$3,570,053	$4,486,453	$4,555,790	$5,319,881	$5,572,576	$6,594,558
PENN STATE	$1,907,019	$1,860,518	$2,196,854	$2,335,538	$2,607,972	$2,839,766	$3,205,349	$3,475,783	$3,705,734	$4,028,387	$4,761,949	$5,475,741	$6,049,795
OHIO STATE	$1,654,939	$1,676,993	$2,612,978	$2,224,206	$2,756,128	$3,989,869	$4,172,343	$4,386,886	$3,906,790	$4,812,159	$4,893,616	$4,823,189	$5,136,951
MICHIGAN ST.	$1,531,524	$1,663,282	$1,739,402	$1,848,294	$2,296,850	$2,279,658	$2,431,985	$2,681,414	$3,004,109	$3,369,794	$3,435,723	$3,624,934	$3,842,967
MARYLAND	$1,475,666	$1,658,643	$1,801,112	$1,965,580	$2,199,359	$2,287,994	$2,446,071	$2,944,272	$3,297,790	$3,365,992	$4,030,549	$3,751,115	$4,422,432
MISSOURI	$1,319,475	$1,404,436	$1,690,303	$1,634,221	$1,873,419	$2,041,097	$2,034,687	$2,146,421	$4,299,835	$2,286,117	$2,483,181	$2,635,063	$2,992,691
PURDUE	$1,152,414	$1,326,001	$1,515,934	$1,630,768	$1,766,215	$1,774,764	$1,904,368	$2,108,762	$2,310,469	$2,685,140	$2,999,062	$3,140,710	$3,286,219
COLORADO	$901,698	$1,066,787	$1,039,934	$1,181,160	$1,730,097	$1,839,710	$1,958,223	$2,127,094	$2,261,107	$2,638,857	$2,842,713	$3,781,405	$4,494,282
CONSUMER PRICE INDEX	100	111	126	139	148	153	159	165	168	174	181	190	199
ARL PEERS INDEX	100	108	119	127	143	157	168	184	204	206	221	240	269
ARIZONA INDEX	100	127	115	132	143	115	130	153	158	161	174	187	194
ACADEMIC LIBRARY MATERIALS INDEX!	100	112	125	141	150	158	164	172	186	208	223	241	264

Note: All figures were taken from the ARL Annual Statistics report on materials expenditures.

* Arizona figures for 1977–78 and 1978–79 have been adjusted from figures reported to ARL. They now correctly include expenditures for the Law and Medical Libraries and grant money used to purchase materials at the Main Library.

! Taken from the Higher Education Price Indexes report on library prices for books and periodicals for college and universities.

19

20

COMPARISON OF LIBRARY ACTIVITITES WITH CAMPUS POPULATIONS AND WORLD PUBLISHING 1989-90 FISCAL YEAR

	STUDENT ENROLLMENT 89-90										
COLLEGE	LOWER DIVISION		UPPER DIVISION		% OF	GRADUATE		% O	TOTALS		% OF
	#	SCH*	#	SCH	UDG	#	SCH	GRA	#	SCH	TOTAL
AGRICULTURE	351	9116	483	8297	4.8%	517	3574	7.7%	1351	20987	5.2%
ARCHITECTURE	324	2931	257	2602	1.5%	26	296	0.6%	607	5829	1.4%
B.P.A.	3386	18175	2695	22080	11.2%	648	5766	12.4%	6729	46021	11.3%
EDUCATION	41	33	657	9009	2.5%	1115	4478	9.6%	1813	13520	3.3%
ENGINEERING & MINES	1714	9349	1641	12157	6.0%	999	5501	11.8%	4354	27007	6.6%
FINE ARTS	900	18003	848	9351	7.6%	406	2759	5.9%	2154	30113	7.4%
HUMANITIES	360	46778	446	15162	17.2%	420	3334	7.2%	1226	65274	16.1%
SCIENCES	856	65689	829	11243	21.4%	982	9393	20.2%	2667	86325	21.3%
SOC. & BEHAVIOR. SCI.	2584	55351	2352	32917	24.5%	1104	7102	15.3%	6040	95370	23.5%
HEALTH RELATED PROF.	1	3655	17	2517	1.7%	10	610	1.3%	28	6782	1.7%
NURSING	13	466	191	2200	0.7%	178	902	1.9%	382	3568	0.9%
PHARMACY	96		80	2409	0.7%	102	1369	2.9%	278	3778	0.9%
GENERAL	3076	230	1056	43	0.1%	626	1342	2.9%	4758	1615	0.4%
TOTAL	13,702	229,776	11,552	129,987		7,133	46,426		32,387	406,189	

	DEGREES AWARDED 89-90						PERSONNEL 89-90									
COLLEGE	BACHELOR		MASTERS		DOCTORAL		FACULTY		PROFESS.		ADMIN.		GTA/GRA		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
AGRICULTURE	100	2.4%	57	4.7%	21	5.8%	158	8.9%	32	23.5%	18	17.0%	29	5.2%	237	9.2
ARCHITECTURE	142	3.4%	23	1.9%	0		22	1.2%	2	1.5%	2	1.9%	0	0.0%	26	1.0
B.P.A.	1089	26.4%	150	12.3%	20	5.6%	108	6.1%	15	11.0%	16	15.1%	62	11.1%	201	7.8
EDUCATION	270	6.6%	267	21.9%	64	17.8%	76	4.3%	5	3.7%	3	2.8%	7	1.2%	91	3.5
ENGINEERING & MINES	461	11.2%	211	17.3%	62	17.2%	374	21.0%	6	4.4%	14	13.2%	52	9.3%	446	17.3
FINE ARTS	138	3.4%	44	3.6%	9	2.5%	117	6.6%	6	4.4%	6	5.7%	36	6.4%	165	6.4
HUMANITIES	394	9.6%	84	6.9%	14	3.9%	184	10.3%	10	7.4%	9	8.5%	98	17.5%	301	11.6
SCIENCES	283	6.9%	140	11.5%	114	31.7%	326	18.3%	36	26.5%	15	14.2%	157	28.0%	534	20.7
SOC. & BEHAVIOR. SCI.	1073	26.1%	160	13.1%	25	6.9%	223	12.5%	20	14.7%	16	15.1%	109	19.4%	368	14.2
HEALTH RELATED PROF.	55	1.3%	51	4.2%	0	0.0%	73	4.1%	0	0.0%	2	1.9%	6	1.1%	81	3.1
NURSING	88	2.1%	29	2.4%	5	1.4%	93	5.2%	3	2.2%	1	0.9%	2	0.4%	99	3.8
PHARMACY	25	0.6%	2	0.2%	26	7.2%	28	1.6%	1	0.7%	4	3.8%	3	0.5%	36	1.4
GENERAL	0	0.0%	0	0.0%	0	0.0%		0.0%		0.0%		0.0%	0	0.0%	0	0.0
TOTAL	4,118		1,218		360		1,782		136		106		561		2585	100.0

	INTERLIBRARY LOAN ACTIVITY 89-90										
	UNDERGRAD			GRADUATE			FACULTY/STAFF			TOTALS FOR	
COLLEGE	#	% OF COLLEGE	% OF ALL UGD	#	% OF COLL.	% OF ALL GRD	#	% OF COLL.	% OF ALL FA	COLLEGE #	COLLEGE %
AGRICULTURE	31	7.6%	8.6%	266	64.9%	6.8%	113	27.6%	6.7%	410	6.9%
ARCHITECTURE	7	70.0%	1.9%	2	20.0%	0.1%	1	10.0%	0.1%	10	0.2%
B.P.A.	60	26.7%	16.6%	127	56.4%	3.2%	38	16.9%	2.3%	225	3.8%
EDUCATION	18	10.0%	5.0%	148	82.2%	3.8%	14	7.8%	0.8%	180	3.0%
ENGINEERING & MINES	80	9.9%	22.1%	567	70.4%	14.5%	158	19.6%	9.4%	805	13.5%
FINE ARTS	55	10.5%	15.2%	269	51.2%	6.9%	201	38.3%	11.9%	525	8.8%
HUMANITIES	32	2.4%	8.8%	749	57.0%	19.2%	534	40.6%	31.7%	1315	22.1%
SCIENCES	37	3.5%	10.2%	651	61.5%	16.7%	370	35.0%	21.9%	1058	17.8%
SOC. & BEHAVIOR. SCI.	35	2.7%	9.7%	1059	80.7%	27.1%	219	16.7%	13.0%	1313	22.0%
HEALTH RELATED PROF.	3	4.3%	0.8%	38	54.3%	1.0%	29	41.4%	1.7%	70	1.2%
NURSING	4	16.7%	1.1%	20	83.3%	0.5%	0	0.0%	0.0%	24	0.4%
PHARMACY		0.0%	0.0%	13	56.5%	0.3%	10	43.5%	0.6%	23	0.4%
TOTALS	362	6.1%	100.0%	3909	65.6%	100.0%	1687	28.3%	100.0%	5958	100.0%

	MATERIALS EXPENDITURES 89-90						WORLD PUBLISHING 89-90					
COLLEGE	BOOKS	% OF BOOKS	SERIALS	% OF SERIA	TOTAL EXPEND	% OF TOTAL	BOOKS	% OF BOOKS	SERIALS	% OF SERIAL	TOTAL EXPEND	% OF TOTAL
AGRICULTURE	$60,055	4.2%	$126,370	6.4%	$186,425	5.5%	$160,648	3.1%	$161,386	3.3%	$322,034	3.2%
ARCHITECTURE	**		**		**		**		**		**	
B.P.A.	$117,507	8.2%	$244,280	12.3%	$361,787	10.6%	$511,291	9.9%	$812,071	16.4%	$1,323,362	13.1%
EDUCATION	$16,701	1.2%	$28,724	1.4%	$45,425	1.3%	$112,181	2.2%	$57,123	1.2%	$169,304	1.7%
ENGINEERING & MINES	$150,129	10.5%	$275,796	13.9%	$425,925	12.5%	$562,570	10.9%	$773,972	15.6%	$1,336,542	13.2%
FINE ARTS	$96,822	6.8%	$31,956	1.6%	$128,778	3.8%	$295,845	5.7%	$46,574	0.9%	$342,419	3.4%
HUMANITIES	$497,874	34.9%	$153,012	7.7%	$650,886	19.1%	$1,149,565	22.2%	$482,925	9.8%	$1,632,490	16.1%
SCIENCES	$276,958	19.4%	$877,039	44.1%	$1,153,997	33.8%	$985,487	19.1%	$1,423,446	28.8%	$2,408,933	23.8%
SOC. & BEHAVIOR. SCI.	$177,785	12.5%	$196,934	9.9%	$374,719	11.0%	$746,313	14.4%	$610,043	12.3%	$1,356,356	13.4%
HEALTH RELATED PROF.	$31,002	2.2%	$54,309	2.7%	$85,311	2.5%	$648,261	12.5%	$579,602	11.7%	$1,227,863	12.1%
NURSING	**		**		**		**		**		**	
PHARMACY	see SCI.		see SCI.		see SCI.		see SCI.		see SCI.		see SCI.	
TOTALS	$1,424,833		$1,988,420		$3,413,253		$5,172,161	100.0%	$4,947,142	100.0%	$10,119,303	100.0%

II. REPORT ON LIBRARY USERS

The range of user needs is very diverse, from a very basic information level of someone just learning about a topic or issue to the very sophisticated and demanding needs of those creating information at the frontiers of knowledge. Whatever their subject background, users (and non-users) have a wide range of information literacy or research skills which the library must accommodate. In addition, our understanding of the use patterns of various categories of library patrons is limited. In preparing this report, we have attempted to discover something about these needs and patterns of use by conducting focus groups, by doing a citation analysis of dissertations done here at the UA, and by examining recent InterLibrary Loan statistics. For example, an examination of ILL activity over the past 5 years shows that the total number of requests by UA patrons has increased @ 45%. In the most recent year for which statistics are available (89/90), there is a 25% increase over the previous year in the number of photocopy requests. It is not clear, however, what the cause(s) of these increases might be. In the case of the 25% increase in photocopy requests one might speculate that it is a combination of the recent serials cancellations, the limited number of new titles purchased in the last 5 years, and improved access to information through the CD-ROM's and QuickSearch. What does seem clear, however, is that the library's collections are no longer meeting its users needs as well as they have in the past. Before making major shifts in the library's approach to providing information, it would be desirable to gather additional information, either through additional surveys, studies or pilot projects.

FOCUS GROUPS REPORT

Focus Groups were held to give faculty members and graduate students an opportunity to express their thoughts and opinions on some of the key access\ownership issues our library is now facing. The Task Force believed it was essential to listen carefully to users. This report would not be informed without their perspective.

A list of discussion points was developed by the Task Force to direct Focus Group discussions around such issues as: how faculty and graduate students approach their own research, fee-based services, introduction of new technologies, collection development policies, the availability of information, and student information needs. Potential participants were identified by Task Force Committee members, by other library staff members, through faculty referrals and through an announcement in *Lo Que Pasa*. Participants represented a variety of departments and disciplines. An attempt was made to keep each group representative of our campus community, although this was not always possible due to faculty schedules and commitments. Graduate students were not well-represented in the Focus Groups. Prior to attending the session, each focus group participant received a packet of information which included a list of the topics to be discussed and a selection of background readings. Five Focus Groups were held during a two week period in February. The groups ranged in number from six to eleven participants per session. Library staff members facilitated and recorded each session.

A separate Focus Group session was held for fifteen library staff members. Their comments reflect a different perspective on these issues and have been summarized in a separate section of the Focus Groups Report.

We recognize the constraints of a statistically small sample and the Task Force Report includes a recommendation for further studies. We considered both the value and the limitations of the Focus Groups when preparing the final Task Force recommendations.

The Focus Groups Report is contained in its entirety in the Appendix B. This includes summaries of the issues, concerns, and ideas which emerged from the discussions. Because Focus Groups are designed to promote thoughtful, considered dialogue, they are especially useful in gaining an understanding of user needs. Some discussions were lively, thought-provoking, and controversial; others were more subdued. Perceptions as well as misconceptions emerged and are equally valid in such a report. Because the information which comes from Focus Groups is so impressionistic, it is only through reading the entire report that one can fully appreciate the nature of the discussions. A brief summary follows that identifies major issues which emerged during the focus groups.

FOCUS GROUPS - OVERVIEW

Issues discussed during the focus groups that are directly relevant to the work of the task force included collections, ownership, access, and services. Comments on these issues and other related issues are detailed in the accompanying report. This is a summary of issues emphasized in the sessions.

Many participants listed the library's collections of journals and monographs as very important to them. They indicated that they feel that it is necessary for the library to continue to subscribe to many journals including specialized, expensive ones as well as general interest sources needed by undergraduates. The importance of ownership of books, including textbooks, was stressed by several people because of the need for immediate access as well as the need to browse the stacks looking for information. Some also stressed their need for older, original sources in their research.

There was emphasis on the library as a repository of information for future access as well as present use. It was noted that costs of access over a number of years can exceed the cost to purchase and the feeling that this should be considered was expressed.

Several people indicated, however, that access to information contained in various sources is what they actually need. They would like to have access from their desks and would be satisfied with access to material as opposed to ownership. The possibility of high speed document delivery was discussed and received support. Many were not familiar with options other than ILL or database searching for references and indicated that they would like to have more information about these resources and that they would need to have instruction in their use.

A primary access issue arising often was the need for an online catalog for the entire library system. Dismay and disappointment that the U of A Main Library lags so far behind other university libraries and behind where users perceive that we should be in terms of computerized access were also expressed. Off-site and after-hours access to an online catalog and other services such as CD-ROMs and online databases interested the participants.

Some people did indicate, however, that they do not use computers, do not want to learn to use them, do not want to spend money to buy equipment needed to access them, or do not feel that they are necessarily the best source for students to use to obtain information.

More basic access issues such as the need for quicker reshelving of materials and better access to special collections, such as the play collection in Main, were brought up by several people.

The importance of patron support services including good reference assistance and education in the use of information and library resources was stressed by many of the participants. They indicated that these services are important both to them for their research needs and to their students for their coursework and research needs. Interlibrary loan was frequently mentioned and praised for its quality of service. There were indications that reliability of service is and will continue to be a major concern. Many people noted that they feel that they should plan ahead when doing research and can cope with some delays in getting information that they need but they want to be sure that they will get it. There was some skepticism voiced about relying on commercial vendors the library does not control. There seemed to be a higher comfort level with the prospect of participating in cooperative collection development with assurance of continuing access.

There was a good deal of discussion about related issues. Among the most prominent were financial issues. A number of people were interested in knowing the amount of money the library receives from indirect cost recovery and other grant funds. Several people indicated that they feel pressure should be brought on the university administration to increase this percentage and to find other ways of increasing or maximizing funding for the library.

The concept of user fees generated lively discussion. Most participants felt that the library should charge for special borrower cards. There was strong opposition to user fees for students and also opposition to fees for faculty although some felt that faculty fees would be accepted if necessary.

Another issue mentioned frequently was the need for the library to provide a pleasant environment for library users including adequate study space for students.

Finally, several people indicated that they perceive a lack of university administrative support for the library and voiced hope that the library would have input in the selection of a new president who would be more supportive.

SUMMARY OF FACULTY FOCUS GROUPS ISSUES

Collection/Ownership Issues

* Cooperative collection development is no longer an option, it is a necessity.
* "Alternative funding" is necessary to keep the collection comprehensive. Cuts should not be tolerated.
* Our collection is currently inadequate and alternate means must be used in order to obtain materials.
* Journals are one of the most single important areas of the collection and should not be compromised.
* It is the responsibility of the Library to be a repository of information and that collection development should proceed in that fashion.
* Collection needs vary according to research focus.

Service Issues

* Reliability of service is a main concern.
* ILL is a very necessary service given the inadequate state of our collection. Staff are knowledgeable and helpful.
* A significant number of faculty said reference service is invaluable. Telephone reference was seen as problematic.
* Significant need for library instruction and strong support for the Library Skills program emerged.
* The Library is too understaffed to provide all services.
* Automated services are lacking, e.g., no online catalog, long wait for CD-ROMs. Also, automated services are not user-friendly.
* Fees for users need to be explored. This was a major point of discussion.
* Pleasant environment and study space.

Access Issues

* Preference in Humanities and Science disciplines for a comprehensive collection and immediate access to it.
* Majority of participants favored computerized access to information but with user-friendly technology and adequate facilities. Document delivery needs to be considered.
* An online catalog is essential with off-site access.
* ILL is a viable means of access but service should be faster. Cooperative collection development in Arizona should enhance the service as well as

other networking options.

* Staff members were viewed as a means to accessing the collection. Some departments fared well (ILL); others got mixed reviews (Reference). BI and Library Skills are essential services provided by the staff.
* Fees may limit access to information; basic services need to be defined before fees are assessed.
* Unshelved materials limit access.

Financial Issues

* The Library is the core of the institution and should be exempt from cuts.
* Need for a larger percentage of ICR money, additional grant funding, and greater cooperative collection development.
* Fees should be explored.
* Get faculty input on serials cuts.
* Do a cost study to analyze subscriptions costs versus access costs.
* "Get tough" with publishers who constantly increase prices.

External Environment

* Library is the core of the institution and should be given strong campus support.
* A good library will attract quality faculty.
* University Administration support for the Library is essential.
* The Library should get a greater percentage of the University budget.
* Explore "alternative means" of funding the Library.

GRADUATE RESEARCH CITATION ANALYSIS

This study was conducted to attempt to describe patterns of library materials usage in doctoral and masters research conducted by students at the University. A random sample of thesis and dissertations from the years 1985-89 (the last complete year) was selected for the study. From this sample the citations provided in the list of references were analyzed to determine the numbers of materials used in each of 9 categories: books 1-10 years old; books 11-20 years old; books more than 21 years old; serials and unpublished materials in the same chronological breakdown. The language of the citations was also noted. The samples were coded by college and degree.

The spreadsheet reports the total number of items from each college in the sample. The rest of the figures present under books, serials, etc. represent the average number of citations within that category. They are averages not totals.

This study was intended to describe patterns of research and was not designed to quantify and compare the amount of research within disciplines. Some conclusions that can be drawn: foreign language materials apparently are not used in graduate research except in areas where language is a primary component of the program e.g. Spanish Dept., French Dept. etc.; the humanities relies far more heavily on monographic materials if compared to other disciplines; current serials are important to all disciplines. This study does not imply that the library has no clientele for foreign language materials, but indicates that graduate students are probably not this group of users. A detailed study of citations from recent publications by U of A Faculty would provide better data at defining the level of use of foreign language materials at this library.

GRADUATE RESEARCH CITATION ANALYSIS

DEPARTMENT	TOTAL SAMPLE	BOOKS			SERIALS			UNPUBLISHED			LANGUAGE		
		1-10	11-20	21-	1-10	11-20	21-	1-10	11-20	21-	ENGL.	LANG1	LANG2
MA													
AGRICLUTURE	20	12	5	3	16	10	8	2	0	0	56	0	0
B. .P. A.	0	0	0	0	0	0	0	0	0	0	0	0	0
EDUCATION	0	0	0	0	0	0	0	0	0	0	0	0	0
ENGINEERING	25	6	2	1	7	4	3	2	1	0	25	0	0
FINE ARTS	2	8	13	16	2	7	4	1	0	0	47	0	0
HUMANITIES	5	12	10	20	1	2	4	1	0	0	34	10	6
NURSING	10	9	3	1	23	8	1	2	0	0	49	0	0
SCIENCES	22	7	2	1	21	9	6	2	0	0	48	0	0
SOCIAL SCIENCES	4	5	4	5	16	11	4	1	1	0	47	0	0
PHD													
AGRICLUTURE	3	14	4	3	55	21	23	2	0	0	121	0	0
B. .P. A.	8	28	12	5	41	14	6	9	0	0	117	0	0
EDUCATION	6	8	7	6	32	12	12	4	0	0	80	0	0
ENGINEERING	9	8	4	3	21	9	6	5	1	0	55	0	0
FINE ARTS	1	17	21	16	12	3	7	3	0	0	74	3	0
HUMANITIES	10	57	36	25	50	22	7	7	1	0	170	31	3
NURSING	2	32	14	6	48	12	4	0	0	0	121	0	0
SCIENCES	38	14	5	1	66	20	9	3	0	0	119	0	0
SOCIAL SCIENCES	9	22	12	11	82	23	17	7	1	1	168	7	0

29

30

ILL STATISTICS

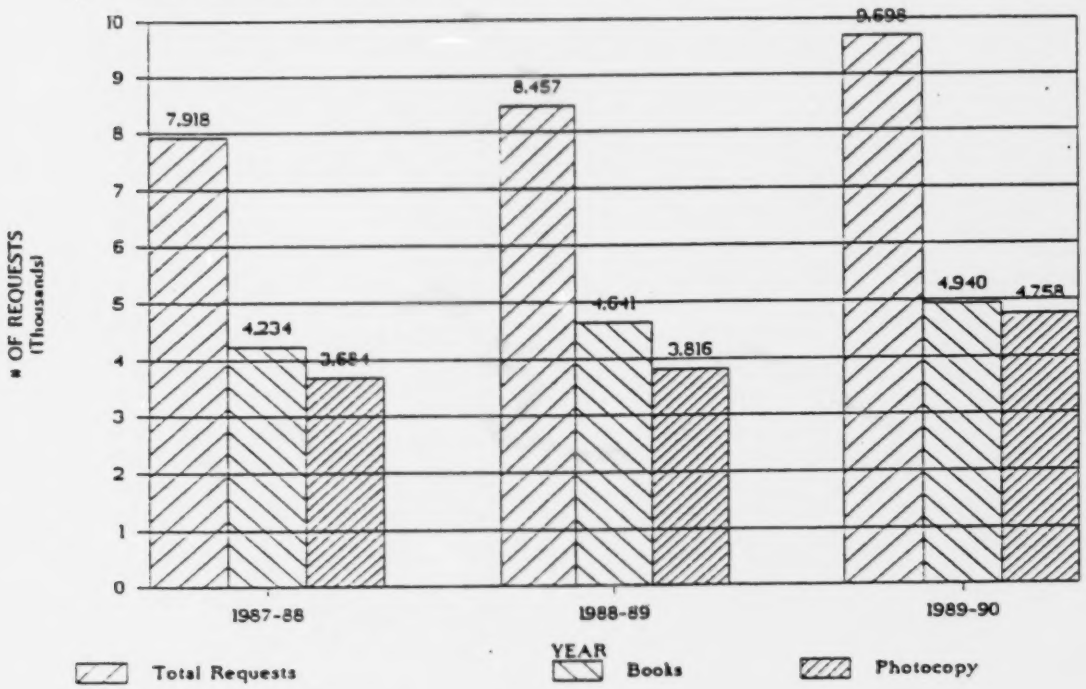
LENDING ACTIVITY

YEAR	TOTAL # OF REQUESTS	% OF INCREASE	BOOKS	% OF INCREASE	PHOTO COPY	% OF INCREASE
1985-86	37,427	9.50%	N.A.	0.00%	N.A.	0.00%
1986-87	40,595	8.46%	N.A.	0.00%	N.A.	0.00%
1987-88	42,486	4.66%	21,519	0.00%	20,967	0.00%
1988-89	45,254	6.52%	23,645	9.88%	21,609	3.06%
1989-90	50,238	11.01%	26,128	10.50%	24,200	11.99%

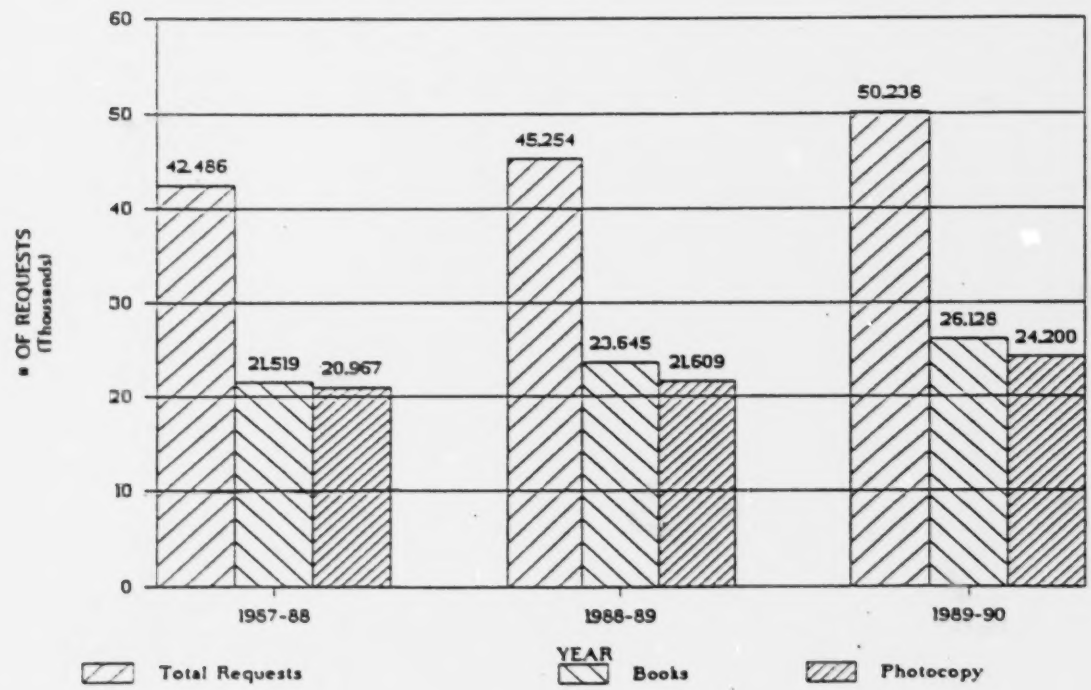
REQUESTS FROM UA PATRONS

	TOTAL # OF REQUESTS		BOOKS	% OF INCREASE	PHOTO COPY	% OF INCREASE
1985-86	6,611	3.00%	N.A.	0.00%	N.A.	0.00%
1986-87	7,064	6.85%	N.A.	0.00%	N.A.	0.00%
1987-88	7,918	12.09%	4,234	0.00%	3,684	0.00%
1988-89	8,457	6.81%	4,641	9.61%	3,816	3.58%
1989-90	9,698	14.67%	4,940	6.44%	4,758	24.69%

INTERLIBRARY LOAN BORROWING ACTIVITY



INTERLIBRARY LOAN LENDING ACTIVITY



III. RECOMMENDATIONS - LIBRARY RESOURCES FOR USER ACCESS

The following recommendations are based on the taskforce's readings *(see bibliography)*, the user information from Part II, the background report, and the wide-ranging personal experiences of the committee members. Access can provide the opportunity for this library to maintain the depth and diversity of its information services. However, to meet all the information needs of a major public research institution will require a creative mix of local collections, networked information, sophisticated access tools, acquisitions on demand, and cooperative collection development programs. There is considerable overlap between recommendations in separate categories. This is due to the interrelatedness of the various aspects of this problem.

A. ORGANIZATION

During the last decade, pervasive changes in publishing and scholarly communications have created an environment in which the process of collection development is faced with both a threat and an opportunity. If the library doesn't adapt to these changes then traditional approaches to collection development pose a threat as the information access budget gets stretched thinner and thinner attempting to "own" materials. If the library can adapt to new technologies and conceptions of library service then collection development represents a opportunity to expand the diversity and depth of information the organization makes available to its patrons.

The recommendations in the following sections of this report may require careful re-thinking of current organizational structures and patterns within the UA Library. Many of the organizational changes proposed below clearly have implications well beyond the access/ownership issue. Hopefully, these suggestions will help foster a broader discussion of what the library should be doing and how it should go about it.

Recommendations:

1. Establish an access services unit including some or all of the following activities: document delivery (copies by mail, intra-campus document delivery from other campus libraries, traditional ILL, high speed e.g. fast turn-around document delivery), photocopy, reserve book room (needs renaming to incorporate electronic document delivery option), loan, and reshelving.

2. Create a separate collection management and development unit which would have close linkages with access services.

3. Establish through the Arizona Universities' Library Council an access/ownership committee that can address the broad issues involved with A/O such as ILL, extended loan services, document delivery, instruction, automation, etc.

4. Expand the scope of bibliographic instruction to include information and computer literacy, incorporating the use of computer-based technologies such as expert systems.

5. Establish an aggressive educational and instructional outreach program for faculty, students, and staff that describes the new vision of the library and addresses the issues of access/ownership, and the impact of computer-based technologies on library/campus services.

6. Coordinate access-related activities with the Research Support Office including tapping into the faculty research interest profile database. A better understanding of the scope of faculty research improves our ability to tailor library acquisitions and services to faculty information needs.

7. Establish a separate, staffed computer reference area which will facilitate access to local and networked information resources.

B. AUTOMATION

Several major developments in automation provide a variety of new options for information access. The most basic of these developments is the online public access catalog which not only provides access to local holdings but should provide a platform to load other bibliographic databases (e.g. databases published by the Government Printing Office (GPO), National Technical Information Service (NTIS), the Center for Research Libraries (CRL), and AGRICOLA, MEDLINE, ERIC, etc.) and to provide access to other external databases through the InterNet (e.g. other library catalogs, CARL's UnCover). The ability of users to access this material through terminals in the library or via dial-up access or a wide area network would greatly increase access. However, the costs involved vary considerably from zero (dialing into other libraries catalogs via the InterNet) to modest costs such as access to CARL's UnCover ($35,000/yr - a guesstimate based on 5000 uses/yr) to mounting large databases locally ($50,000-100,000/yr).

The CD-ROM format provides a unique and relatively inexpensive option for providing many bibliographic databases as well as an increasing number of full-text files (e.g. Oxford English Dictionary, Shakespeare, dictionaries and other reference sources). CD-ROM's may be used in a single workstation mode, linked by a local area network, or in wide area networks such as DECNet for remote access. The database costs range from a few hundred dollars to $10,000, with most being in the $2000 to $7000 range. Hardware and software costs for local area network and wide area network access range from $20,000 to $50,000 or more.

A third area of automation is electronic transmission of text utilizing either telefacsimile (fax), electronically scanned and digitized images, or ASCII text from stored files (e.g. the entire American Chemical Society journal files; *(see accompanying materials for a fuller list of files)*. Most libraries and all commercial document delivery suppliers can provide

fax service, although commercial suppliers frequently charge higher per unit delivery costs. The fast turn-around time available from many document delivery services and the extremely broad range of sources available make this a potentially attractive alternative to ownership of lesser-used journals. For example, recently CARL announced its UnCover 2 program which provides either fax or digitized document delivery via the InterNet for any journal articles in the UnCover database, currently in excess of 10,000 titles *(see accompanying materials for additional details)*. Linking enhanced bibliographic access via UnCover with 24-48 hour document delivery is a major advance in information access systems. The cost for such access would be approximately $35,000/yr for Uncover and approximately $50,000/yr for document delivery via UnCover 2 for 5000 articles (guesstimate). The possibility that the library could cancel many expensive and/or little used titles to save enough money to pay for the document delivery service has several advantages. Annual inflationary costs are avoided; binding and shelf space are eliminated; receiving, entering, claiming, reshelving, and binding the materials are unnecessary. On the negative side, users lose the opportunity to browse materials; requesting documents, maintaining records, notifying or sending received items to requestors will be necessary; illustrations, especially color illustrations, will be of a lesser quality. The loss of the browse capability could largely be overcome by providing enhanced electronic access either to UnCover or to any of several services such as Current Contents on Disk (Note: the College of Agriculture and the Biochemistry Department already use this as a preferred approach). In a related area, electronic access to a high cost, relatively low use serial may prove very cost effective. For example, assuming the Chemistry Department agreed and the Science Library could provide trained staff, the annual subscription to Beilstein could be canceled (approximately $30,000), it is unlikely that there would be more than 50 hrs. of searching per year at $200/hr for a savings of approximately $20,000 per year.

Recommendations:

Short term recommendations (begin implementation 0 - 2 years).

1. The highest priority is the implementation of an integrated library system (ILS) that interfaces with other information networks via the Internet (and in the future, National Research and Education Network (NREN)) and provides a platform for a campus-wide information network. This system will greatly enhance the ability of patrons to locate materials in the library and will facilitate the identification of sources by providing indexes to that information. Improved access will increase work loads in Loan and most Public Service Units. Technical Services will need to re-allocate staff in order to install and operate the new system. Outside consultants may be necessary to help identify systems that would be fully connective in the campus ethernet environment.

2. Acquire or develop expert systems which facilitate library instruction, reference services, and more sophisticated self-directed learning programs. Librarians should become responsible for the creation and operation of systems which facilitate access and

communication. This may involve more reference-by-appointment and more direct work with faculty and graduate students while providing less block-scheduling of librarians at the reference desks.

3. Forge strong coalitions with CCIT and other campus groups who have stakes in an information "rich" campus network, e.g., Sam Ward's C. Elegans (Nematode) project, and the MAC /instructional technology users group. This is especially true concerning the development of the hardware and the intersystems communication capabilities of the ILS.

4. Utilize electronic systems (ILS, Internet/Bitnet/NREN, CoSy, etc.) to provide document delivery, acquisitions requests, and full text access to appropriate reserve materials. This service should include intra-campus document delivery as well as enhanced access to Arizona Health Sciences Library (AHSL) and the Law Library collections.

Long term recommendations (begin implementation 2 - 5 years).

1. Acquire or develop front-end systems that provide seamless information retrieval using uniform command protocols for databases available through the ILS in order to improve the ability of patrons to access local and networked information.

2. Acquire or develop computer systems that utilize the "scholars workstation" to provide for the direct transmission of information to endusers in the academic community. The system should provide access to bibliographic and numeric data as well as providing document delivery capabilities. For example, Cornell's CORE project, being developed in conjunction with Bell Communications Research, Chemical Abstracts Service, American Chemical Society and OCLC, is exploring the exchange of chemical information in electronic format among chemical scientists at Cornell.

3. Load into the ILS those companion tape sets that provide bibliographic records for individual parts of major microform sets. Load other tapes that enhance access to existing UA materials such as NTIS, and GPO, as well as the tapes for CRL's collections, and the MULS database. Also the library should consider mounting other types of databases such as those dealing with climate data, water resources, census, business statistics, etc.

C. COLLECTION DEVELOPMENT

The library can't afford to meet its information needs by purchasing and storing materials locally. On the other hand the library will not be able to meet the current and future information needs of its users by merely supplying indexes or guides to information and then borrowing this information from other owners. As a research library we can't count on other libraries to "preserve" information and supply us *ad*

infinitum. The solution to this problem will be found in a creative mixture of local collections, sophisticated access tools, acquisitions on demand and organized programs for resource sharing and collection development. Just as connectivity will be important for successful automation, connectivity will be important for the success of collection development. Cooperative collection development and resource sharing must become a reality at least among the three state universities and preferably regionally and nationally for specialized collections. Cooperative CD programs must be quantifiable, verifiable, and must integrate generous lending and borrowing rights as well as incorporate traditional and electronic document delivery service in order for the program to be successful. All formats should be addressed including monographs, serials, audio and video recordings, etc. Before the library can be an effective partner in a successful cooperative CD program the library (and the other members) must be able and willing to network catalogs, and exchange detailed analysis of current holdings and collection development policies. During the process of defining collection development priorities for this library, differences in the information needs of the library's primary users (students and faculty) must be incorporated into the framework of any CD program; a monolithic approach would not address the diversity and complexity of the U of A collections. Also, when defining the library's "core" collections caution must be used to avoid homogenizing the information resources housed in the library. We mustn't sacrifice the diversity of our local resources for mainstream items owned by 100 other major libraries or for materials available through acquisition on demand services (document delivery).

Some users will not be happy with a collection development program that does not build comprehensive local collections. Attitudes expressed by some individuals in the focus groups indicate that a strong local research collection is inherently valuable to the teaching and research activities of some faculty. Some patrons may feel that access delayed is access denied and ILL and document delivery services are inadequate for their needs. Shifting resources from the quantifiable system of purchase and local storage of materials to the less quantifiable "access" to materials could negatively impact the library's ability to provide data that adequately documents library support for academic programs during accrediting reviews and in other comparative studies. Transition to new collection development priorities will be difficult and cause significant adjustments for the library and the academic community we serve.

The Center for Research Libraries (CRL) provides a unique option in collection development. The center is a prime example of cooperative collection development as materials are acquired by CRL through the collective efforts of all members and CRL acts as the central repository for these materials. The wealth of research materials available from CRL is immense and access by local patrons can be enhanced by mounting CRL's bibliographic records in local systems and publicizing the availability of CRL's holdings. This arrangement can improve access to information and decrease the need to own these materials locally, all at a fairly reasonable cost (CRL dues of $31,000, plus the costs of the tapes: approx. $1,800). The CRL tapes consist of approximately

300,000 bibliographic records which can be mounted directly into an online catalog either as a separate database or as an integral part of the local catalog. These tapes are updated annually as CRL adds to their system. The initial cost of the tapes would be around $1,800 with the cost of the annual updates varying depending on the number of records appended. There are additional costs as well. The CRL tapes may require special handling by an automation vendor before the tapes can be loaded into some systems. Memory / record space would also be a consideration in some systems. At this time the library does not know what system will be utilized for the ILS, consequently these additional costs remain unknown. One consideration in the selection of a system should be the ease and cost of adding additional databases such as the CRL tapes to the system. Another approach would be for the library to quit CRL and use the money saved to purchase other materials. This would improve local holdings, improve collection development control and provide more immediate access to a more limited collection of materials. This also would require expenditures for local processing and storage costs.

Recommendations:

Short term recommendations (begin implementation 0 - 2 years).

1. Establish a co-operative collection development program among the U of A, Northern Arizona University, Arizona State University, Arizona State University West, AHSL, and the U of A Law School and the Architecture Library that could involve serials, books, cd-roms, and online formats. Emphasize the need for a carefully coordinated and "verifiable" cooperative collection development program within Arizona. A starting point could involve coordinating Latin American Approval Plans and other foreign approval plans with ASU.

2. Define the core collection at the U of A for monographs, serials and other appropriate formats. The library should decide which collections will be developed as research collections and which subjects will be developed as instructional support collections. The library needs to recognize the differences between the needs of different disciplines and users and protect ephemeral collections during this process.

3. The library should expend the necessary resources to perform a comprehensive collection analysis based upon accepted national standards. Also, the library needs to create a comprehensive collection development policy based upon the R.L.G. Conspectus or some other national standard. This collection analysis could be started in target areas until staff and resources are available (after automation) to complete the project.

Long term recommendations (begin implementation 2 - 5 years).

1. The library should purchase the CRL Tapes and mount these in the local ILS.

2. Promote a statewide information network that accesses most major catalogs in order to facilitate the co-operative collection development between libraries within the state.

3. Investigate the possibility of establishing a system-wide approval plan with NAU and ASU. Purchase a larger number of titles but fewer copies of each - for example 2 instead of 4 copies of each mainstream title would be purchased instead of one each going to UA, NAU, ASU, ASU West.

4. Promote the revision of the standards used by the Association of Research Libraries and other accrediting bodies for ranking peer institutions based upon library holdings and unit purchasing. The access services provided by a particular library should be included as a qualitative measure.

D. FINANCIAL ISSUES

Since 1983, the library's budget has not kept pace with inflation in the cost of books and serials. The Three Year Serials Review and cancellation project of 1987-1989 ($100,000/year, a total of 3,000 titles) helped balance the budgets of the tough years of the late 1980's. In those years, budget pay-backs to the state, reduced annual increases in the materials budget, decreases in indirect cost recovery monies dedicated to the library, and increasing rates of inflation ravaged the library's budget and scuttled it's collection development commitments. Unless the State economy changes for the better in the very near future, the library may face further budget cuts including more serials cancellations which could cause irreparable harm to the quality and integrity of the collections, and thereby endanger the mission of the University. One way of offsetting this danger is achieving access to some information in ways alternative to ownership, such as fast document delivery. Another approach to this issue is to enhance revenue by charging fees for some or all services. This approach frequently doesn't truly raise revenues but can decrease demand for expensive services. Since the library can't afford to do everything for everyone, one approach to enhancing revenue is to charge non-university patrons for the full cost of their use of this facility.

Some faculty believe that the library should still be attempting to build and maintain comprehensive local collections. The reality of the budget situation is such that this State and this University lack the will and the resources necessary to fund a full program of collection development for a Research I University. If some basic descriptions for this level of collecting activity are assumed -- purchasing 30 % of the total output of the U. S. Book Trade; purchasing a significant portion of foreign monographs; and purchasing 90% of serials listed in major indexes -- then the costs of a research level collection development effort would exceed 6.5 million dollars *(see Table 6 - World Publishing 89-90 pg. 15)*. This figure is derived from 40% of the monographs total and 90% of the serials. Translated into local terms this would mean a increase of about 40% in the information access budget and guarantees of double digit increases in this budget far into the future. This is a bare bones figure that excludes non-print materials which will become

increasingly important in the future. The main point is the University is not willing to increase funds to the library to cover the full costs of ownership and the library must seek other means to raise revenues to provide as much information with what resources we have.

Recommendations:

Short term recommendations (begin implementation 0 - 2 years).

1. Fund document delivery (all ILL, journal articles from commercial vendors, computer searches of full text databases, etc.) by reappropriating funds from the information access budget.

2. Pursue grant opportunities and other resources from external organizations that enhance the library's ability to provide information to its patrons.

3. Determine the optimum serials/monograph/access ratios with respect to the changing universe of publishing in order to provide the information necessary to support the wide variety of instructional and research activities.

4. Initiate procedures to obtain a greater percentage of the Indirect Cost Recovery monies and other non-state resources from the University.

5. Charge non-university borrowers the full cost for the opportunity to use the library.

Long term recommendations (begin implementation 2 - 5 years).

Once the preliminary access/ownership issues have been outlined, conduct a careful budget study to weigh budget constraints with long-range goals.

E. SERIALS

Central to the access/ownership dilemma is the escalating prices of printed materials, especially serials (journals), which are eroding the purchasing power of the research library materials budget *(see the background paper)*. The reasons for this unprecedented and controversial cost situation are largely unresolved even after much research and discussion by librarians and other professionals. Whatever the causes, the result is that more money is being spent to acquire fewer materials resulting in less comprehensive collections. The average funding support to Association of Research Libraries (ARL) rose 234% between 1973 and 1987 (compared to a 182.5% rise in the U.S. Consumer Price Index (CPI) during the same period). Even though the ARL libraries' average percent of expenditures devoted to materials rose from 29.2% to 33.1%, the accompanying shift in the percentage devoted to serials rose from 40.4% to 56.2%. During this same period, the average serials holdings of ARL libraries dropped from

32% of the estimated universe of publishing to 26.4%. In 1990, the median price of a serial was $135.45/yr, an increase of over 51% since 1986. These price increases are continuing almost unabated. Libraries have been forced to identify "core serials collections" through reviews of the collections and large scale cancellations of subscriptions, and no growth policies. New titles can only be added by trade-off cancellations. One of the dangers here is that libraries may tend to cancel the same titles and identify the same "core" collections. The question remains as to how libraries can adequately support the teaching and research activities at least at traditional levels, with budget cuts or at best steady state budgets in an environment of sharply escalating costs.

In addition to the increasing costs and number of printed serials, there is the issue of the availability of the same information in several formats, e.g., paper, CD-ROM, locally mounted tapes, and online vendors. This is particularly common with indexing and abstracting services, but is also increasing for other materials such as full-text journals and monographs (Beilstein, an organic chemistry reference set, is now available online; Oxford English Dictionary is available in print, CD-ROM and on tape). Decision making in this area is complicated by many issues. The costs and benefits of local ownership, including space, processing and preservation costs, as well as the gratification of immediate access, are of basic concern. So are user costs such as sign up times which limit availability (the one person at a time disadvantage of CD-ROMs), and possible fees such as recently proposed for QuickSearch. Clientele preference is also an issue (there will be people supporting all sides). Ease of use, convenience, and more sophisticated searching are advantages of the electronic format. On the other hand, proliferation of numerous search interfaces can be confusing. Long-term storage is not guaranteed for electronic formats, either by the material or by the vendor. It is also possible that the information will, in the future, have to be re-purchased in a different format as technology changes. However, some electronic options will provide increased access to the campus users by being available at remote sites (networked compact disc read only memory in local area networks (CD-ROM LANs) or locally loaded databases). There is no easy answer to these issues. A related issue is that some information, rather than having multiple formats, will be published in only one electronic format. For example, the Gmelin Index, an inorganic chemistry reference set, is now available only online. We need to be aware of these changes and facilitate access where necessary.

Recommendations:

Short term recommendations (begin implementation 0 - 2 years).

1. Develop a set of guidelines addressing the choice of format(s) when more than one is(are) available. Consider these guidelines for serials (print, microfilm, online) and indexes and abstracts (print, CD-ROM, online--especially QuickSearch, loaded tapes). Weigh the following factors:

* Are multiple formats necessary, this includes indexes on QuickSearch, CD-ROM, print, etc.
* What are the cost differentials between the various options: print, CD-ROM, online access, mounting local tapes, CD-ROM LANs?
* Is the item something for which the long term goal is networked access and if so which format facilitates this?
* Is it necessary to guarantee long term access to the material and is this need met?

2. Develop a set of guidelines that supports full-text document delivery as a viable alternative to local ownership. Issues that should be considered include:

* The cost and availability of fulltext document delivery services. Options include providing access to CARL's UNCOVER and UNCOVER 2, Institute for Scientific information's Genuine Article*, Information on Demand, and EASYNET via OCLC's EPIC.
* Serials review procedures for items available through these services.
* Service costs for the library and patrons - who pays for what?
* Can savings from serials review be reallocated for new purchases or placed in a fund to cover DDS costs.
* Consider staffing for document delivery, and costs for local processing and housing for "owned" materials.
* Which materials should the library own and preserve for the future?

3. Conduct use studies of journals. This would provide important information to be used in conjunction with the collection development policy as a guide for serial cancellations. Use studies would also supply data that could be used to project demand as well as to identify titles to be retained as part of a core collection.

4. Continue to educate the U of A Faculty on the problems of inflation in materials costs. Encourage the U of A Faculty to avoid publishing in journals with a history of steep price increases. Encourage the U of A (including the library) to follow the lead of other major research institutions and limit P.& C. S. to considering 5 to 10 items during reviews for retention, tenure, continuing status and promotion, i.e., stress quality not quantity.

F. STAFFING / SERVICE

The change from ownership to alternative access will necessitate a shift in staff responsibilities and training, and the organization of service areas and staff. Reevaluation of service functions with respect to various user groups will be necessary. Some libraries already have "Access" departments composed of former Loan, ILL and other Document delivery services, photocopy, and Reserve Book areas. Of this staff, high levels of expertise and training may be required to include knowledge of computer systems and networks, software, electronic database manipulation, and electronic

document delivery and other electronic networks, such as the INTERNET. Also required will be a greater knowledge of information sources outside the local and even regional area, and a greater sense of confidence and ease of manipulating electronic hardware and software. These changes in technology and access will require that the library carefully reassess its organization with regard to both what is done and who does it. The library must recognize that for the organization to make a successful transition to a state-of-the-art information resource the staff must possess high level automation skills. These skills can either be brought into the system through recruitment or developed in staff already here, but a commitment must be made to have these skills available in the library.

Recommendations:

Short term recommendations (begin implementation 0 - 2 years).

1. Form a library-wide advisory group to study the types and priorities of service needed for different categories of users in a setting with greatly increased automation, including ILS, networked databases on CD-ROM, greatly enhanced document delivery systems, and expert systems. The advisory group should provide recommendations involving cost recovery, staffing levels, and organizational changes.

2. The library should provide ways to emphasize electronic access to reference services and other areas inside and outside the library to reduce demand on staff and increase access to our own holdings.

3. The library should set clear priorities for levels of service to different categories of users.

4. Under the direction of the AUL for Systems and the Staff Development Committee, library staff should be trained to utilize all forms of information networks (Bitnet, e-mail systems, electronic conference systems, etc) in order to create the highest level of information literacy possible in the staff. Library staff will need to have the necessary resources to keep current with new trends in scholarly communications such as electronic journals, text digitizing, image storage and transmission projects, and the full text workstation like that being jointly developed by Institution of Electrical Engineers (British), the Institute of Electrical and Electronics Engineers and UMI.

Long term recommendations (begin implementation 2 - 5 years).

Increase staffing as necessary in order to provide adequate access to information as the library's responsibilities expand in areas such as cooperative collection development, document delivery, information literacy and automation.

G. USE / USER STUDIES

Data gathered in local studies on use patterns of library resources would be valuable when making decisions concerning the recommendations of this report. These studies would help describe the current levels of use of materials and consequently would assist the library with planning for the impact that changes in services and collecting patterns would have on the users of those materials. Studies which examine the future needs of our patrons are also necessary. Citation studies, circulation studies, and statistically valid surveys would provide data that provides a more complete background against which decisions could be evaluated. Focus groups do not provide statistically valid samples, but the results of those encounters are effective in describing perceptions of the library amongst a small group of individuals. When using the data from use studies, it must be remembered that the studies describe what the current use patterns are and can not anticipate the changes that new technologies and policies might cause. Currently, a journal may be used only two or three times a year but, if the journal's index were provided over a campus network and a document delivery service is made available then the use of that journal may increase over current levels. Use studies help us to better understand the value of collections and services to patrons but do not provide a crystal ball that can forecast the library's future.

Short term recommendations (begin implementation 0 - 2 years).

1. Conduct a study of the citations/bibliographic references from University Faculty's recent publications to determine what library materials are used in their research.

2. Conduct a statistically valid survey of users' (faculty, staff, students) needs in questionnaire format regarding Access/Ownership issues.

3. Conduct a comprehensive study in order to accurately ascertain the information needs of both faculty and students, especially taking into account the differing needs between colleges.

4. Utilize GEAC to provide usage statistics by LC Classification and borrower type.

5. Utilize in-house reshelving statistics in conjunction with GEAC circulation reports to better track usage of our collections, in particular the serials collection.

CONCLUDING COMMENTS

The Task Force is well aware that this document is, in the main, a visionary one. We have wrestled with only the most obvious of the seemingly inexhaustible number of complex issues that are pertinent to this problem. These issues involve organization, staffing, finance, psychology, and rapidly changing technology.

The evolution of the library from its traditional roles is inevitable. What changes will occur, or that we envision herein, are certain to include a radical change in the image of the library, the services it offers, the influence it wields, as well as changes in its physical condition.

This is a propitious time in the development of the University of Arizona Library as we welcome a new University Librarian, a new University President, and the prospect of finally funding an on-line catalog.

niversity Library
ffice of the Librarian

THE UNIVERSITY OF
ARIZONA
TUCSON ARIZONA

A349 Main Library
Tucson, Arizona 85721
(602) 621-2101
FAX (602) 621-4619

APPENDIX A. CHARGE TO THE COMMITTEE

1 November 1990

MEMORANDUM

To: Travis Leach
Doug Jones
Steve Bosch
Beth Brin
Lisa Cochran
Louise Greenfield
Mina Parrish

From: Shelley E. Phipps
Acting University Librarian

Subject: Charge to the Task Force on Access/Ownership Policy

The issues which confront research libraries today are as demanding as they have ever been. The most exciting and yet problematic issue is that of access and/or ownership. That is, how will we in research libraries provide our faculty and students with the information (books, journal articles or data) which they need in a time when our budgets are falling farther and farther behind the inflation in materials prices? We already know that one full year after the end of our serials review process, interlibrary loan requests coming from our primary users have gone up significantly. We stopped ordering books and other materials early last winter and just barely managed to continue the standard approval plans. Therefore, the time is right to confront the issues raised by this situation.

Your committee is charged with defining and researching the issues related to access and ownership and should report to Sara Heitshu. Access should be viewed as the service we provide when a required piece of information is placed in the hands of our patrons regardless of the format of that information. Ownership or on-site collection development combined with interlibrary borrowing have been the traditional vehicles for that service. However, serials prices and more recently book prices are rising much faster than our information access budget, and it is a fact that ARL libraries, including the University of Arizona, are buying fewer and fewer books and adding few, if any, new serial titles. Given this set of circumstances and the emergence of new technologies that facilitate access to off-site information, we need to establish new directions for library service.

First, we would like you to succinctly define the problem, and once you have the scope of the problem before you, we would like you to develop and analyze various solutions. The possibilities are numerous, and there will be advantages and disadvantages for each. Some may be comprehensive in scope and other limited; some short-term and some long-term. The issue of who pays is bound to be part of your discussions. The impact on patrons and on library staff will not be minimal. The need for retraining staff and re-educating users about the changes you recommend should be considered. We are open to any and all suggestions, and hope you will involve faculty and university administrators in your deliberations.. What we hope will come from your deliberations is a series of recommendations which will guide us in developing future policy. We anticipate much discussion of our draft recommendations by library staff, faculty and administration.

A preliminary draft for discussion in various library forums should be completed by February 15, and we will try to complete those discussions so that a final document can be available by March 30. We would like to have an executive summary to use with the Provost, Campus Library Council and other faculty groups.

The Association of Research Libraries has prepared several papers which should be of use to you. I will try to supply you with copies of relevant documents by the end of this week.

If you wish, Sara and I would be happy to meet with all of you to discuss and refine the charge, brainstorm about solutions or otherwise facilitate the beginning of your process. If you need other assistance, please ask Sara. If necessary, we can explore appointing more staff to subcommittees.

Because we view the faculty as a vital part of the equation which you are attempting to solve, we would like as many of you as possible to attend the Campus Library Council meeting next Thursday, November 1 from noon to 1:00 p.m. where we will discuss Inter-Library Loan and Reserve Book Room issues.

Thanks very much for agreeing to serve on this very important committee which will guide us in developing library services for the 1990's.

SEP:dd
copy: Provost Cole

APPENDIX B. FOCUS GROUP REPORT

COLLECTION/OWNERSHIP ISSUES

There is a good deal of overlap between these two issues as collections implies ownership of the materials involved.

Collections

Journals

This area generated the most comments about collections. The journal collection is seen by many faculty as extremely important to the function of the library. Several participants felt that the library should own full runs of journals from volume 1 to the present and that it is crucial for the library to maintain subscriptions since prices are rising to the extent that individuals and even departments cannot afford their own copies. One participant noted that this area is probably the knottiest problem faced by the library because of the proliferation of new titles and increasing cost.

It was noted that it is important for faculty to have access to obscure, specialized serials but that it is also necessary for undergraduate students to have journals of more general interest available to support their studies. One participant indicated that he feels maintaining some lesser-used titles on microfilm is a useful alternative to paper copies. Another faculty member questioned the presence of some "non-scholarly" journals such *Good Housekeeping* and *Better Homes and Gardens* in the library's collection.

There was a good deal of discussion about ways for the library to cope with rising prices such as cooperative action against publishers perceived to be indulging in price gouging and having faculty subscribe at lower individual rates and donate copies to the library. Facilitators noted problems involved with these solutions and participants seemed to accept that proposals put forward probably wouldn't work. There was some feeling that researchers and the "publish or perish" pressure are responsible for some of the problems of journal proliferation and rising costs but there was also the feeling that important information is being published and faculty, researchers and students must have access to it.

A few participants including a geosciences professor indicated that the serials collection could probably be cut further without serious damage but this was a minority viewpoint. While accepting that cuts may be inevitable, the majority seemed to concur that the concept of cutting journals is scary in a library that they feel should be comprehensive.

Monographs

This was the area drawing the second highest number of comments. Many faculty members including some from humanities, social sciences and the sciences noted the importance of maintaining a good collection of monographs including textbooks for students to use. The importance of browsing as a way of finding information was noted in relation to ownership of books. Several participants noted that they need older materials to support their research. One stated that "the library is my laboratory" in support of his need for original, archival materials.

It was noted that it is also important to have new monographs available although some recognized the fact that it is not possible to buy everything. One person stated "The primary need is to own books and have them on the shelf."

Reference Collections

Several participants including a graduate student commented on the importance of good reference sources to researchers. They indicated that it is important to them to have serious, high quality, standard reference works available in the library. One person's first priority was to have reference bibliographic equipment available to determine what is available.

Monograph/Journal Balance

A few people indicated that they feel there is an imbalance in the collections between serials and monographs with the too much emphasis on serials. One researcher in the sciences was adamant on this point stating that students need fewer original sources and more textbooks explaining the significance of the original information.

A good deal of concern was also expressed about the high cost of science serials and the perception that these costs have brought about a decrease in the funds available to purchase humanities materials.

Cooperative Collection Development

This issue was raised several times with many participants expressing strong feelings that it is desirable for the three Arizona universities to each develop in-depth collections in selected subject areas which they would then share with each other. One participant said that he feels that the Board of Regents should determine which institution should specialize in various collection areas and services. There were indications that people would be willing to tolerate some delays in obtaining material through such a system if they could rely on its being available.

Another area of discussion related to departmental reading rooms. Several people noted that these working collections often duplicate material in the libraries and expressed interest in exploring ways to coordinate collections with them and to determine whether or not this would be workable. Funding for these departmental collections comes from various sources including sales of equipment by graduate students in geosciences. Comments indicated that these collections have varied over the years with some, including the one in Physics, ceasing to exist and cutbacks occurring in others.

Government documents

Some participants noted that they find data and information in government publications, including foreign publications, to be necessary and useful in their research.

General Comments

A. Several people indicated that the library's collections are inadequate to support their research and that it is necessary for them to resort to alternative means of obtaining material such as travel to other libraries and heavy use of interlibrary loan.

B. Several people also noted that they feel that the library should not have to cut collections, one said that "it would be a tragedy for the library to become less than comprehensive." There appeared to be a good deal of support for efforts to obtain additional funding for library collections through various sources such as higher percentages from indirect cost recovery, from other available university resources, and requests included in grant proposals. One person indicated that he would pay a user's fees to help bring the collection "up to scratch" and another stated that "if you refuse to charge the collection will go to hell and then you will have to charge."

C. The importance of quality of the collections was stressed by several participants with one stating that the university must maintain the quality of the collection in order to attract and keep quality faculty and researchers. Other faculty members emphasized the importance of spending the time necessary to determine quality of material collected and to avoid adding or keeping low quality materials.

D. There were several suggestions that the library seek donations as a means of augmenting the collections. Some felt that useful second copies of materials could be obtained this way and that valuable material not available through other means might be given to the library.

E. Some participants also indicated their belief that the library has an important archival function. One said, "This is not a collection just for today."

F. Cutbacks in other institutions including the British Museum where U.S. publications can no longer be purchased were discussed along with possible effects on research and publications.

Ownership

Primary Function

Several people indicated that they consider one of the primary functions of the library to be ownership of materials including journal runs from volume one to the present and monographs including older, historic sources as well as new sources. Immediate access was stressed as well as the value of browsing the stacks when doing research.

Access Option

Others, however, indicated that they want access to information and do not particularly care whether the library owns the material or gets it for them. Some want original, hard copy materials to work with; others just want data or information and would be quite satisfied with computer access to it.

Specialized Materials

Some participants indicated that it is important to them that the library own obscure, specialized or older materials that might be difficult to obtain otherwise. One person indicated that he feels the library's retrospective purchasing plan is a disaster, that he needs to have older material available in the library.

Library as Repository

Several faculty members said that they believe one of the functions of the library is to be a repository of information with one stating that he feels the university has the responsibility of being a consumer of knowledge, that its historic function is to buy books.

Duplicates

A desire to have duplicate copies of some materials available in the library particularly for the use of undergraduates was expressed by some participants.

SERVICE ISSUES

Faculty commented on a broad range of library services including interlibrary loan, reference services, library instruction, computerized search services, the reserve book room, shelving, and charging for library services.

Interlibrary Loan Services

For the most part, faculty were extremely pleased with the services of interlibrary loan. Many faculty pointed out that due to the highly specialized nature of their research, they depended quite heavily on this service. Faculty see the service as being easy to use, and the staff knowledgeable and helpful. More than one faculty member mentioned that the service was so valuable that they acknowledged the staff assistance in their own publications.

Faculty members brought up the need for networking to address the problems facing us, with the intent of providing faster ILL service. Several faculty commented that their use of ILL has increased in the 80's and 90's as the library budget has decreased.

Reference Services

Faculty commented on the importance of a strong reference collection and service. "Undergraduates begin with standard reference services which help get them into the rest of the collection", explained one faculty member. Another noted that having staff available to answer questions was valuable. One faculty member who teaches graduate classes commented that he does not rely on either reference services or collections for his own research, nor does he direct his students to the department. Another commented on the usefulness of bringing students to the library to learn about specific resources and the helpfulness of working with staff to develop points of access to the collection. One faculty member described inexperienced and rude service at the reference desk. This was attributed to staff shortages. Telephone reference was seen as a particular problem.

Instructional Services

Faculty saw a significant need for library instruction. They agreed that most students, even at the graduate level, are unfamiliar with how to do library research. Commented one participant, "It would appear that many of the students don't even understand that the library is their main professional tool and they have to know how to use it." There was strong support for the Library Skills Program, because it catches such a large percentage of the students at the beginning of their academic careers. There was support for more instruction, especially for students who do not go through the LSP Program. Faculty involvement in the teaching process was mentioned by one participant. He thought that faculty members must bring resources directly into the classroom. One faculty member mentioned the stress of trying to cram so much information into a single session. Others pointed out that the library needs to accommodate a wide range of student skills and abilities into its instruction efforts. The need for more communication with faculty was mentioned. Two faculty members would like to see more seminars introducing new resources. Electronic forms of communicating with faculty (E-Mail, CoSy) was mentioned also. A "master finding aid" (similar to an integrated on-line catalog) was noted.

Faculty commented in response to both reference and instructional services that they believe that the library is too understaffed to provide all of the services they need.

Computerized Search Services

Access to computerized services was discussed. One faculty member recalled that it was so important to him that he brought it up during his interview for his position at the University. Another commented that not having an on-line catalog is embarrassing for a major research library. Faculty are concerned about the long wait for using CD-ROMs and believe that having an on-line system could help because of the possibility of remote access. Several faculty members commented that their students are not computer literate and need assistance in using CD-ROMs and other electronic resources. The importance and use of QuickSearch was mentioned several times. There was general agreement that the library should try to make access easy with user friendly technology and standardization of protocols and access.

Fee-based Services

Faculty were generally willing to explore the possibility of charging fees for services, if it meant the ability to improve services and collections. While some questioned the ability of the University to fulfill its mission as a land grant institution if fees were imposed, most agreed that asking non-university affiliated users to pay a borrowing fee was within reason.

Faculty differed in their assessment of fees to our primary clientele. Several commented that they hoped students would be the last to incur charges, however this concern was not raised in all Focus Groups. One faculty member commented that requests will drop considerably when fees are instituted. It would reduce service but not make profits.

Other Services

Several other points were made. There was concern over the length of time it often takes for materials to be re-shelved. Several participants perceived this as a major obstacle to effective library use for themselves and their students. One faculty member questioned why journals are not permitted to be placed in the Reserve Book Room. One participant asked that we begin a book-look type service for new journals.

One faculty member suggested the library ask itself this question: "If all of the students on campus used the library would the library be able to handle this?"

ACCESS ISSUES

The attention of the Focus Groups clearly concentrated on the subject of access to

specific types of information for the purposes of research, teaching, and the availability of materials to the student body. Under consideration was the ability to conveniently and quickly obtain or make use of information at our own and at other institutions.

Access via Ownership

Outright ownership of material is one method of accessing information. Thus, a considerable amount of overlap exists between this category of "access via ownership" and that of collections and even some financial issues.

Participants from both the Humanities and Science disciplines repeatedly noted their preference for a comprehensive collection and immediate access to it. Many participants voiced their belief that the ownership of both books and journals is essential to adequately support the faculty research and the studies of the student body. Also stated was that a strong reference collection is essential. Several people noted that having duplicate copies of texts available would be a benefit to the undergraduates.

Several faculty members mentioned that the materials owned by Special Collections and the Map Department were appreciated, mainly because these represent collections which are difficult to obtain from other sources (e.g., archival and esoteric materials). Library ownership becomes especially important when the costs of these materials is so expensive that it prohibits ownership by individuals.

Access via Technology

While several participants stated that they neither want nor need computerized access to information because their field of study requires original documentation, many more participants emphasized the convenience and rapidity of such methods. Many Focus Group members felt that the proliferation of information is so extensive that access via older methods (e.g. paper indexes and the traditional card catalog) is both inefficient and time-consuming. Several participants did note that computerized access is so popular among the student body that long lines and delays ranging from 10 minutes to three days can result for some of the more popular searches (e.g., Geac, ERIC). Several participants also addressed the need for user-friendly technology and adequate computer searching facilities.

The general consensus arrived at in all of the Focus Groups was that an on-line catalog is of primary importance. Also desirable to many of the participants is the convenience of being able to access such an on-line catalog by off-site office modems. Such access, they felt, precludes the limitations of long lines and restricted building hours. The one objection which arose concerned the additional costs that an individual would have to pay for a modem or telephone line, etc. if the their pc was not already so equipped. In many instances, it was stated, departments do not have the funds for such extras.

One salient factor which emerged from the Focus Groups was that the participants' knowledge and experience with computerized access tools varied considerably. While QuickSearch, CD-ROMs and other on-line indexes were well-known and viewed as desirable in general, many faculty appeared to be unaware or unfamiliar with electronic document delivery options outside of the services provided by Interlibrary Loan. Two participants actually solicited information about such options during their respective Focus Groups. Several other participants, however, were quite knowledgeable about networking and electronically accessing the catalogs of other institutions.

Access via Networking

Almost all participants were aware and supportive of the Interlibrary Loan network as a viable means of obtaining materials not owned by the U of A Libraries. Many Focus Group participants did state that they would like ILL service to be faster; one faculty member, though, stated that individuals using Interlibrary Loan need to plan their own research carefully to fit within current ILL time limits and to avoid "crisis rush requests".

Many participants noted that a co-operative collection development program among Arizona's three universities would be most desirable, especially if it could facilitate obtaining both general and esoteric research materials on a speedy basis. One faculty member mentioned that, in addition to such a program, a strong need exists for regional national depository libraries: along this vein, two participants in separate Focus Groups mentioned that traveling to other regional sites to do research is still reasonable. Yet another participant suggested that an exchange of U.S. and European serial subscriptions take place as one method of accessing non-domestic materials.

Personal networking (from colleague to colleague) as a means to obtain material was briefly mentioned.

Access via Services

Focus Group participants definitely viewed knowledgeable and accessible staff members as a primary resource in obtaining information. The services provided by several different library departments were also viewed positively inasmuch as they heightened access to both our own collections and the collections of other institutions, i.e., Special Collections, Maps, Government Documents, Interlibrary Loan and Central Reference. One negative comment concerned a participant's viewpoint that the Central Reference staff members are themselves difficult to access, either in person or via telephone.

User education via bibliographic instruction/Library Skills was another favorably commented upon service. Bibliographic instruction was viewed as one valid strategy for

coping with an excess of information, and several different participants stated that such sessions should be held for graduate students and faculty members.

One area of discussion addressed the issue of what constituted basic service. One faculty member felt that the Library should define what these services are and that these services should be free. Some participants felt that charging fees for basic services will, in itself, limit both individual and departmental access to information. Yet other participants were quite willing to pay access fees if they ensured that materials could be quickly obtained.

Finally, several participants stated that simply having books and journals re-shelved immediately would enhance access to our own collections.

FINANCIAL ISSUES

"The Library is at least as important to a university as its athletic department: or it should be."

Feb. 25, 1991

"The library at any university is the core of the institution."

Feb. 11, 1991

"Budgetary restrictions are simply not acceptable for the Library. The Library should be an exception to the financial cutbacks."

Feb. 11, 1991

Focus Group participants were already highly cognizant of the financial straits imposed on the Library by recent cutbacks, as well as the rising - and increasingly prohibitive - costs of books and serials. Even with these contingencies, however, some individuals expressed their belief that the Library should be a comprehensive collection exempt from budget cutbacks. They also suggested a variety of methods by which to at least reduce some of the financial strain involved in maintaining the collection.

Collection Development and Co-operative Collection Development

Some participants were concerned about how the Library allocates finances for humanities and science materials, and about collection development decisions in general. One suggestion arose that a user study be conducted to determine which items are most heavily used.

Three separate focus groups suggested a co-operative collection development program among the Arizona state universities as a means of: 1) reducing the costs (and duplication) of research resources within the state; 2) speeding document delivery within the state; and 3) providing access to a wider variety of both esoteric and expensive materials.

Alternative Methods of Funding

Other suggestions on how to augment the Library's financial resources included actively pursuing grant opportunities, developing library endowments and an aggressive gifts and donations program, and including a library fee in the tuition.

The majority of the participants did express, in the course of the discussions, their support for the Library's needs. Also stated was that the Library's percentage of the ICR monies should be increased, and that the University of Arizona president and administration should have pro-Library "academic values".

User Fees

One major area of discussion addressed user fees, and it elicited a wide range of responses. The first fee-structured scenario posited charging students, faculty and staff for computerized database services. This was met with an ambivalent response at best. Some participants were willing to pay search fees if they guaranteed timely access to information. Yet others thought that such charges would result in financial discrimination to both departments and individuals. On this note, at least three separate participants strongly stated that students should not be charged.

The second scenario posited that only "Special Borrowers", i.e., users that were not affiliated with the University of Arizona, would be charged for borrowing privileges. This possibility drew a positive response from most of the Focus Groups. Two participants did mention their reservations based on the fact that the University of Arizona is a land-grant institution, but other individuals noted that the public sector still has access to university collections via the Interlibrary Loan network; and that U of A tuition is not free to Arizona residents. One person suggested that user fees be realistic, i.e., cover all overhead, be it CRD services, acquisition of ILL costs, etc.

The last scenario addressed an Interlibrary Loan charge of $10.00 per item per individual. This scenario attracted a mainly negative response, with participants viewing ILL charges as a double penalty at a time when the Library must cut back on acquisitions.
Significant comments resulting from the user fees discussion in general are as follows:

* Charge fees to determine the usefulness of material, and also to encourage the selection of "quality" versus "quantity" research materials.

* Compare access costs to ownership costs, and use this information to determine what should be in the Library's collection.
* Realize that fees are not "fund raisers".
* Several people indicated that user fees are ok if they help to maintain collection.
* Before initiating any fees, the Library should define what it considers to be "basic service".

Cutting Costs

Again, avoiding duplication of materials was one suggestion on how to cut costs. Also mentioned was that "non-scholarly" journal subscriptions should be cut, and a need to "get tough" with abusive publishers who continually raise prices. In conjunction with that last comment it was suggested that faculty should publish articles carefully in the most highly read journals, again emphasizing quality over quantity.

Miscellaneous

Personal expenses such as copying costs, etc., were briefly mentioned by Focus Group participants. Two individuals in separate groups mentioned that the amount of time spent on research should also be considered a personal expense.

Conduct a study/survey to find out how other libraries are handling their financial problems.

The Library should carefully assess its own financial resources.

EXTERNAL ENVIRONMENT

Philosophical Foundation

Several faculty members discussed the philosophy of education which must underlie strong support for the library. One participant described the library as the "core of the institution". The library must maintain quality collections to recruit and retain quality researchers and faculty. One faculty member commented that the lack of financial support for the library is an indication of the lack of willingness of society to support higher education. "Library facilities and materials are necessary to make a great university," commented another faculty member.

Administrative Support

University Administrative support was seen as a key to the library's future. Several participants were disturbed by the present administrative attitudes. "This is not a

collection for today. The Library has archival importance. The Library budget should be commensurate with the State of Arizona's revenue." Another commented that the faculty would support the library's getting a bigger share of the available finances. It was recommended that the library negotiate a larger percentage from the U of A and the state budgets. It was recommended that the University look for a new president who supports academic values, and that pro-library support be a condition of hiring a new president. It was also suggested that more deans show active support for the library. The general university climate was discussed. One participant noted and many agreed that there is a loss of trust on University campuses. Faculty and academic professionals feel that they are losing their political clout.

Development Efforts

Increased emphasis on development, endowments, and gifts was suggested as one solution to the Library's financial problems. Suggestions included an active alumni donation system, and working with the Arizona Foundation, the Friends of the Library, and the University administration.

Community Outreach

Several participants commented on the University's role in the larger community. One faculty member stated that it is the Library's role to reach out to the community and encourage community involvement. Another described the general public's need for access to the university library, referring to it as a tertiary care institution.

STAFF FOCUS GROUP

What are the three most important services and functions which the Library provides?

Staff identified our collections, access to these collections, and general public services, especially reference services, as the three most important functions a library provides. Other values identified were space, study areas, and an attractive environment. One member paraphrased Lawrence Clark Powell stating the most important functions to be "books, staff and buildings". The importance of reference service and helping students find what they need was mentioned. Undergraduate needs were mentioned, as well as reference and instruction. New approaches to cataloging was mentioned by one staff member. He felt that we have to identify a new mind set as we move toward an online catalog.

Preservation was mentioned. The importance of the library as a repository was brought up. The need to support research was acknowledged as well as services to faculty and graduate students.

If access to information is delayed, is access to information denied? If the information on the subject you are researching is not immediately available, how much delay is acceptable?

Staff thought that this question was best answered with an understanding of the particular circumstances. One staff member said that undergraduates and graduate students have a different time frame. Another commented that once the patron is informed of our constraints, the wait is perceived as a delay, not a denial. Categories of questions were also discussed. A reference question at a desk should be answered immediately. One staff member commented that document delivery service here is down. He added that if we do not have access to a particular item the requester generally replaces that source with another source or pursues another avenue to obtain the needed information. It is up to the patron to decide if they want to pursue finding information that is not immediately available. This might depend on undergraduate and graduate student research patterns. One person mentioned that the question of time must be seen in terms of the library's time as well as the user's.

How do you gather information for your personal or professional research? How do you envision this process changing in the future?

There was not a great deal of discussion on this topic. Sources and services used included CD-ROM searches, the online catalog in the Science-Engineering Library, online computer search services, the journal literature, bibliographies, OCLC, our book collection, ILL services, and personal and professional contacts. A research process in which the staff member sees what we have in our own collection, then identifies what is

available in the region and expands geographically was mentioned as well. Using networks such as Internet at work (not available at home) was brought up also.

Please respond to the scenario below:
Due to budgetary restrictions the U of A Library must begin charging fees for services once provided for free. The Library has adopted the following policies:

a. **Students, faculty and staff will be charged $10.00 per half hour session when searching QuickSearch, the end user computerized data base service.**
b. **Free U of A Library borrowing privileges will be extended to students, faculty, and staff only. All other borrowers will be charged $50.00 per year.**
c. **The Interlibrary Loan Department will begin charging $10.00 per item to borrow material from other libraries.**

There was general agreement that the library must begin examining fee based services. There was far more support for charging community users, with the least support for extending charges to university students. One staff member strongly believes in fees, but suggested the need to assess eligibility. What services are charged and to whom? Another suggested that we must be vigorous in establishing priorities. He suggested eliminating phone service in reference because the majority are community callers. It was also recommended that we target business and research corporations. Perhaps also investigate cooperative arrangements with businesses such as shared costs and access. One staff member believes we need to examine what types of university services students here pay for and compare our services to other units on campus. A tuition charge was suggested, although the recommended $25 fee was described as "peanuts" by another staff member. The question of intent was raised by one participant. "What is our objective? To lower costs or to recover costs?" Another commented that when we charge fees we reduce student use.

One staff member commented that our proselytizing function (trying to reach out to all constituencies) must discontinue, and that we must identify our primary users. Another participant agreed that we must limit access to non-university users. This was seen as a dilemma by another staff member. She stated that as a government depository we must provide access to everyone.

Our library has a collection development policy which guides what we do and do not purchase. Because of economic factors, we are restricted from purchasing all of the materials which fall within our collection development guidelines. How should we make available those materials which fall within our guidelines, but for which we do not have the money to purchase?

There was much emphasis on the need to do cooperative collection development. It was seen as important to know who is collecting in areas, and not duplicate collection strengths. One staff member said that this is an idea which is often talked about but not

as often implemented, "What economic hard times are needed for libraries to say 'We will cooperate'?" Another person commented that such a policy may disenfranchise certain areas. "Chemical Abstracts will always be there, but what about the more esoteric materials?" Another added, it will be the Darwinian approach to collection management "the strong survive". One person commented that we do not have a collection development policy for all of our collections.
High speed document delivery such as electronic imaging was commented upon. Several participants brought up the question of licensing fees and copyright implications of shared access to materials we do not own. Can we share electronic resources?

More involvement with faculty was also discussed.One participant said that her department worked with an incoming faculty member to have money for media materials included with the position line. Another staff member suggested that we become partners with faculty. Our specialists should become more involved with faculty research projects. The practice of supporting new programs at the proposal stage was questioned. "We must know what materials will be involved" stated the participant.

The question of new information formats was identified. A participant described the concept of a "moment in time" in a visual environment. We must be prepared to capture this information.
"ARL statistics must change" was another recommendation. Service should be emphasized.

> **"The introduction of new technologies and techniques for information processing is a double-edged sword. It promises to improve efficiency and effectiveness in handling information for librarians and patrons alike, but it also brings the stresses of change due to new patterns of behavior, equipment failure and new ways of thinking."**
> **How can we best help users adapt to those changes?**

Staff commented that we must have appropriate facilities and feel comfortable ourselves with new technology. Technology that is user friendly would be helpful, as well as having highly trained technicians on site. We must teach users how to use these tools. Use of such services as QuickSearch are expanding. We must decide that this is a value (teaching).

One staff member wondered if we are too conservative in our approach to technology. He described us as fearful, and transferring our own anxiety to the users. More standardization of protocols was suggested. We will not be teaching the use of the library in the future one person predicted. Another staff member questioned the self service concept saying that she thinks there is a "type of user who wants a human face". The variety of information sources and types of materials and formats betrays a self service philosophy. Another staff member said that we need more information on new technologies. The diverse nature of our users was identified as well as the implications

this has for how we introduce our users to new technology.

What informational resources should be available to users?

Participants recognized the dilemma of serving the informational needs of a diverse user group, given today's economic realities. Possible solutions included gaining knowledge of non-library providers of information and determining how we are competing with them. One person suggested that we match resources with existing user patterns. Another commented that most of our users are undergraduates, the ones walking into the building and that we should be providing onsite access to materials they need. Another participant concurred. It was suggested that we systematically assess what materials are more easily shared or accessed electronically. Materials in CCP for example, are not as easily shared as some other items. Several people spoke to the need for the library taking an active role in lobbying efforts at both the University and state level to promote increased funding. Libraries' responsibility in forcing publishers to contain escalating prices was mentioned also. Another participant agreed but recalled a comment "I'm libraried to death." [This comment was made in the context of public library issues.] This must be done tactfully. We do not want to be seen as a whiners.

Finally, one participant brought up the point "Has there ever been a golden age of libraries?"

DISCUSSION POINTS

1. What are the three most important services and functions which the Library provides?

2. If access to information is delayed, is access to information denied? If the information on the subject you are researching is not immediately available, how much delay is acceptable?

3. How do you gather information for your research and/or teaching? How much money do you spend on this process annually? How do you envision this process changing in the future?

4. What informational resources should be available to your students?

5. Please respond to the scenario below:

   Due to budgetary restrictions the U of A Library must begin charging fees for services once provided for free. The Library has adopted the following policies:

   a. Students, faculty and staff will be charged $10.00 per half hour session when searching Quicksearch, the end user computerized data base service.
   b. Free U of A Library borrowing privileges will be extended to students, faculty, and staff only. All other borrowers will be charged $50.00 per year.
   c. The Interlibrary Loan Department will begin charging $10.00 per item to borrow material from other libraries.

6. Our library has a collection development policy which guides what we do and do not purchase. Because of economic factors, we are restricted from purchasing all of the materials which fall within our collection development guidelines. How should we make available those materials which fall within our guidelines, but for which we do not have the money to purchase?

7. "The introduction of new technologies and techniques for information processing is a double-edged sword. It promises to improve efficiency and effectiveness in handling information for librarians and patrons alike, but it also brings the stresses of change due to new patterns of behavior, equipment failure, and new ways of thinking."

   How can we best help users adapt to those changes?

SUPPORTING MATERIALS FOR
TASK FORCE ON ACCESS/OWNERSHIP POLICY FOCUS GROUPS

I. FACULTY PARTICIPANTS PACKETS

A. Memorandum welcoming them to the Focus Groups and defining the problem at hand. Dated January 28, 1991, on letterhead.
B. "Task Force on Access/Ownership Policy: Background Report for Focus Groups.
C. The Task Force on the Economics of Access to Library Materials. Association for Library collections and Technical Service. American Library Association. "Final Report: June 26, 1990."
D. Discussion Points.
E. Focus Group Schedule.
F. Thank you letter to participating faculty. Dated April 3, 1991, on letterhead.

II. CAMPUS LIBRARY COUNCIL PACKET

A. Memorandum dated January 28, 1991.
B. All the information in **I. FACULTY PARTICIPANTS PACKET.**

III. FOCUS GROUP SUBCOMMITTEE PACKET

A. Memorandum to Focus Group Subcommittee dated January 28, 1991.
B. All the information in **II. CAMPUS LIBRARY COUNCIL PACKET.**

IV. FACILITATORS PACKET

A. Memorandum explaining guidelines for Focus Group Facilitators, dated February 6, 1991.
B. Memorandum explaining guidelines for Focus Group Recorders, dated February 6, 1991.
C. Focus Group Schedule with the names of Facilitators and Recorders.
D. Discussion Points with special emphasis marked.

V. LIBRARY STAFF PARTICIPANTS PACKET

A. Letter to Department Heads asking to identify prospective participants for the Focus Group.
B. Memorandum welcoming staff participants to the Focus Groups and defining the problem at hand, dated February 25, 1991.
C. Task Force on Access/Ownership Policy. "Background Report for Focus Groups".
D. The Task Force on the Economics of Access To Library Materials. Association for Library Collections and Technical Services. A Division of the American Library Association. "Final Report: June 26, 1990".
E. Discussion Points (revised for library staff emphasis).
F. Thank you letter to participating staff, dated April 3, 1991, on letterhead.

VI. TELEPHONE SPEECH FOR ACCESS/OWNERSHIP TASK FORCE FORUM

VII. EXCERPTS AND SUMMARIES FROM LITERATURE REVIEW

These materials are available upon request.

Table F
Higher Education Price Index and Major Component Subindexes: FY 1961-1976

83=100	----- Personnel compensation ----				--Contracted services, supplies, and equipment--							Annual percent increase over previous year
Fiscal year	Professional salaries (1.0)	Nonprofessional wages & salaries (2.0)	Fringe benefits (3.0)	Total *	Services (4.0)	Supplies & mat'l (5.0)	Equipment (6.0)	Library acquisitions† (7.0)	Util (8.0)	Total ◦	HEPI^	
1961..	28.7	28.1	9.5	25.4	32.9	33.5	35.0	14.9	15.7	26.1	25.6	----
1962..	30.1	28.9	10.2	26.5	33.5	33.4	35.2	15.7	15.8	26.5	26.5	3.7%
1963..	31.7	29.6	11.1	27.8	34.2	33.4	35.3	16.7	15.8	26.8	27.6	4.0%
1964..	33.1	30.3	12.3	29.1	35.0	33.6	35.7	18.0	15.7	27.2	28.6	3.8%
1965..	34.9	31.0	13.0	30.5	35.8	33.8	36.0	19.3	15.7	27.6	29.8	4.1%
1966..	36.9	31.8	15.0	32.3	36.5	34.6	36.7	20.5	15.7	28.2	31.3	4.9%
1967..	39.3	33.0	16.8	34.3	37.8	35.3	37.8	21.3	15.7	28.9	32.9	5.4%
1968..	41.8	34.7	18.9	36.6	39.2	36.0	39.0	21.9	15.8	29.7	34.9	5.9%
1969..	44.6	36.6	21.8	39.2	40.9	36.6	40.3	23.3	15.9	30.7	37.1	6.3%
1970..	47.7	38.8	24.7	42.1	42.8	37.6	41.9	25.7	16.3	31.9	39.5	6.7%
1971..	50.1	41.8	28.0	44.8	45.1	39.0	43.5	30.8	18.0	34.1	42.1	6.4%
1972..	52.0	44.9	31.1	47.1	47.8	39.8	45.1	34.9	19.2	36.0	44.3	5.3%
1973..	54.3	47.6	34.7	49.8	49.9	41.1	46.5	37.7	20.2	37.6	46.7	5.3%
1974..	57.2	50.6	38.6	52.8	52.2	46.5	49.4	41.6	24.8	41.4	49.9	6.9%
1975..	60.3	54.6	42.9	56.3	56.8	58.0	58.3	46.7	31.8	48.5	54.3	8.8%
1976..	63.5	59.0	47.8	60.0	60.0	60.7	61.7	53.7	34.4	51.8	57.9	6.7%

* 1983 weights: total personnel compensation = 64.1% prof + 19.2% non-prof + 16.7% fringe.
† 1983 weights: library acquisitions = 94% books & periodicals (L3.0) + 6% other materials (L4.0).
◦ 1983 weights: total contracted services = 30.6% services + 17.4% supplies + 11.2% equipment + 10.0% library acquisitions + 30.8% utilities.
^ 1983 weights: HEPI = 74.8% personnel compensation + 25.2% contracted services.
Sources: Fringe benefits, AAUP; supplies, Producer Price Index (PPI), BLS; equipment, primarily PPI, BLS.
See following tables for other data sources.

These tables are taken from the Higher Education Price Indexes 1990 Update. 10th ed. Washington, D. C. : Research Associates of Washington, 1990 pg. 22, 29, 52, 56.

Table H
Budget Composition of College and University Current Library Operations by Object Category, FY 1983 Estimate

Category	Percent distribution	
PERSONNEL COMPENSATION		
1.0 Salaries and wages		50.0
1.1 Administrators	15.0	
1.2 Librarians	30.0	
1.3 Other professionals	5.0	
1.4 Nonprofessional staff	40.0	
1.5 Students	10.0	
	100.0	
2.0 Fringe benefits		10.0
ACQUISITIONS		
3.0 Books and periodicals		26.0
3.1a U.S. college books	20.0	
3.1b North American academic books	20.0	
3.2 Foreign books	10.0	
3.3 U.S. periodicals for academic libraries	40.0	
3.4 Foreign periodicals	10.0	
	100.0	
4.0 Other materials		2.0
4.1 Microfilm	60.0	
4.2 16-mm film	5.0	
4.3 Video cassettes	15.0	
4.4 Filmstrip	10.0	
4.5 Cassette tape	10.0	
	100.0	
CONTRACTED SERVICES, SUPPLIES, EQUIPMENT		
5.0 Binding		1.2
6.0 Services		5.4
7.0 Supplies and materials		3.0
8.0 Equipment		2.4
		100.0

BEST COPY AVAILABLE

Table 6
Library Price Index and Major Component Subindexes: FY 1976-1990

	PERS COMPENSATION		-- ACQUISITIONS --			CONTRACTED SERVICES, SUPPLIES, & MATERIAL			
1983=100 Fiscal year	Salaries and wages (L1.0)	Fringe benefits (L2.0)	Books & period-icals (L3.0)	Other acquisition materials (L4.0)	Binding (L5.0)	Contract services (L6.0)	Supplies and materials (L7.0)	Equipment (L8.0)	Library Price Index* LPI
1976.....	61.0	47.8	52.7	69.0	60.7	60.0	64.6	61.7	57.8
1977.....	64.2	52.8	57.8	70.9	64.7	63.5	67.8	64.8	61.6
1978.....	67.9	58.4	63.4	78.4	69.4	67.0	70.7	69.3	66.1
1979.....	73.1	64.5	70.9	79.5	75.2	71.0	75.2	74.7	71.8
1980.....	79.5	72.6	79.2	85.0	83.3	76.5	85.0	81.6	78.9
1981.....	86.5	81.8	89.7	83.7	89.7	85.3	92.9	89.6	87.0
1982.....	94.1	91.5	95.1	102.5	97.9	94.8	99.8	96.4	94.6
1983.....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1984.....	105.0	108.3	103.8	103.6	105.2	104.7	105.9	102.2	104.9
1985.....	110.4	117.7	108.7	104.8	106.8	109.2	112.1	104.8	110.4
1986.....	115.3	127.7	117.7	110.5	107.9	114.3	112.5	106.9	116.6
1987.....	119.5	137.4	131.7	101.2	111.6	117.8	118.8	108.8	123.6
1988.....	123.9	146.2	141.4	97.4	116.1	122.2	125.3	110.9	129.7
1989.....	130.8	157.7	153.1	99.8	124.0	129.1	137.9	115.8	138.3
1990.....	137.5	170.9	167.4	100.3	125.1	135.2	138.4	120.8	147.2

* 1983 weights: TPI = 50.0% salaries and wages + 10.0% fringe benefits + 26.0% books and periodicals +2.0% other materials +1.2% binding +5.4% services +3.0% supplies & materials +2.4% equipment.

Table 6 (continued 2)
Library Price Index and Major Component Subindexes: FY 1976-1990

1983=100	HARDCOVER BOOKS						PERIODICALS			
	U.S. college books		North American academic books		Lib Congress foreign books		United States academic lib's		Foreign 7 country	Books & Periodicals
Fiscal year	Price	Index (L3.1a)	Price	Index (L3.1b)	Price	Index (L3.2)	Price	Index (L3.3)	Index (L3.4)	Index* (L3.0)
1976.....	$13.20	52.8	$14.00	47.2	$7.91	65.4	$38.94	49.9	62.0	52.7
1977.....	$14.80	59.2	$15.50	52.3	$8.89	73.5	$41.85	53.6	67.0	57.8
1978.....	$16.50	66.0	$17.60	59.4	$9.41	77.8	$45.14	57.8	74.0	63.4
1979.....	$18.02	72.1	$19.60	66.1	$11.52	95.3	$50.11	64.2	80.0	70.9
1980.....	$19.70	78.8	$21.98	74.2	$13.05	107.9	$57.23	73.3	84.5	79.2
1981.....	$21.50	86.0	$25.00	84.4	$13.84	114.5	$67.81	86.9	93.8	89.7
1982.....	$23.10	92.4	$27.87	94.1	$11.91	98.5	$73.89	94.7	100.8	95.1
1983.....	$25.00	100.0	$29.63	100.0	$12.09	100.0	$78.04	100.0	100.0	100.0
1984.....	$27.00	108.0	$30.34	102.4	$11.78	97.4	$82.47	105.7	97.0	103.8
1985.....	$29.00	116.0	$31.77	107.2	$11.66	96.4	$86.10	110.3	102.9	108.7
1986.....	$31.00	124.0	$33.60	113.4	$13.52	111.8	$92.32	118.3	116.9	117.7
1987.....	$33.40	133.6	$36.93	124.6	$15.94	131.8	$104.69	134.1	132.1	131.7
1988.....	$35.07	140.3	$39.14	132.1	$14.59	120.7	$117.75	150.9	144.6	141.4
1989.....	$38.14	152.6	$41.21	139.1	$17.97	148.6	$125.87	161.3	153.4	153.1
1990.....	$40.52	162.1	$43.30	146.1	$20.43	169.0	$139.75	179.1	172.7	167.4

* 1983 weights: books and periodicals = 20% U.S. College Books + 20% North American Academic Books + 10% foreign books + 40% U.S. Periodicals for Academic Libraries + 10% foreign periodicals.

Sources: U.S. College Books compiled by Kathryn Soupiset, Trinity University.
North American Academic Books compiled by Stephen Bosch, University of Arizona.
Foreign book prices compiled by Linda Pletzke, U.S. Library of Congress.
U.S. Periodicals for Academic Libraries average subscription price, The Faxon Institute.
Foreign periodical prices compiled from The Faxon Institute price data for Canada, Germany, France, Italy, Japan, Netherlands, and the United Kingdom

BIBLIOGRAPHY

AMIGOS Session --"Electronic Publishing: Who Owns What, When?". Washington, D.C.: Association for Research Libraries, October 21, 1990.

Bailey, Charles W. "Libraries with Glass Walls." Public-Access Computer Systems Review 1.2 (1990): 91-93.

Bender, David R. "On Being Changemakers." SpeciaList 13.11 (November 1990): 8.

Blake, Monica. "Archiving of Electronic Publications." Electronic Library 7.6 (December 1989): 376-386.

"Books Versus Technological Resources." Penn State Libraries Newsletter 8 (Fall 1990): 1-2.

Branin, Joseph J. "Information Policies for Collection Development Librarians." Collection Building 9.3-4 (1989): 19-23.

Byrd, Gary D. "An Economic "Commons" Tragedy for Research Libraries: Scholarly Journal Publishing and Pricing Trends." College & Research Libraries 51.3 (May 1990): 184-195.

Cleveland, Harlan. "How Can "Intellectual Property" Be "Protected?"." Change 21.3 (May-June 1989): 10-11.

Cook, Jean G. and editors and Marcia Tuttle. Advances in Serials Management: A Research Annual vol. 3. Greenwhich, CT: JAI Press, 1989.

"Current Issues: Scientific Journals, Research Costs Studied." ARL: A Bimonthly Newsletter of Research Library Issues and Actions, 153 (November 7, 1990): 1-3.

Dougherty, Richard M. "Librarians Must Have the Authority to Cancel Subscriptions to Seldom-Used Journals." Chronicle of Higher Education 37.17 (January 9, 1991):A56.

Dowd, Sheila T. "Library Cooperation: Methods, Models to Aid Information Access." Journal of Library Administration 12.3 (1990): 63-81.

Downes, Robin N. "Electronic Technology and Access to Information." Journal of Library Administration 12.3 (1990): 51-61.

End-User Searching Services. Spec Kit 122. Washington, D.C.: Office of Management Studies, Association of Research Libraries, March 1986.

"Federal Assistance + Technology = Library Change." Library Issues 11.2 (November 1990): [1-3].

George, Lee Ann. "GLIS Offers New Service." Fiscal Facts: Newsletter of ALA's Fee-Based Information Service Centers in Academic Libraries 2.2 (1990): 9.

Gould, Constance C. Information Needs in the Humanities: An Assessment. Stanford, CA: Research Libraries Group, 1988.

Gould, Constance C. and Mark Handler. Information Needs in the Social Sciences: An Assessment. Mountain View, CA: Research Libraries Group, 1989.

Hamaker, Charles. "Journal Prices in Perspective." ARL: A Bimonthly Newsletter of Research Library Issues and Actions 153 (November 7, 1990): 1-2.

Hunter, Karen. "A Publisher's Perspective." Library Acquisitions: Practice and Theory 14.1 (1990): 5-13.

Incentives & Disincentives for Scholarly Publishing in the NREN -- Draft for Coalition Meeting. Washington, D.C.: Association of Research Libraries, June 6, 1990.

Information and People: A Campus Dialogue on the Challenges of Electronic Information. University of Michigan: School of Information and Library Studies, March 1991.

Kalfus, Ken. "Scientists Balk at Soaring Journal Prices." The Scientist 3.15 (July 24, 1989): 1,16.

Kaufman, Paula and Angie LeClercq. "Archiving Electronic Journals: Who's Responsible for What." Information Issues 2.1 (Fall 1990): 1-4.

Lewis, David W. "Economics of the Scholarly Journal." College & Research Libraries 50.6 (November 1989): 674-688.

Lynch, Clifford A. Electronic Publishing, Electronic Libraries, and the National Research and Education Network: Policy and Technology Issues [Draft]. Washington, D.C.: Office of Technology Assessment, 1990.

Lynch, Mary Jo, editor and associate editor Arthur Young. Academic Libraries: Research Perspective. ACRL Publications in Librarianship 47. Chicago: American Library Association, 1990.

Machovec, George S. and Dennis R. Brunning. "The Online Catalog and Bibliographic Databases as a Shared Resource: The Impact and Issues of Networking a Library's Online System." Decision 2000: Moving Beyond Boundaries. Phoenix: Arizona State Library Association, College and University Libraries Division, 1990. 13-25.

McClure, Charles R. "Conclusions and Recommendations." Impact of High Speed Networks on Scientific Communication and Research. Syracuse, NY: School of Information Studies, Syracuse University, 1989. Chapter 4.

Miller, Connie and Patricia Tegler. "An Analysis of Interlibrary Loan and Commercial Document Supply Performance." Library Quarterly 58.4 (1988): 352-366.

Miller, David C. "Knowledge Processing Chaos Bedevils Scholarly Publishing." DISC Magazine (Fall 1990): 18-22.

Morris, Dilys E. "Electronic Information and Technology: Impact and Potential for Academic Libraries." College & Research Libraries 50.1 (January 1989): 56-64.

"National Research and Education Network (NREN)." Online Libraries and Microcomputers 8.10 (October 1990): 1-4.

Nonbibliographic Machine-Readable Data Bases in ARL Libraries. Spec Kit 105. Washington, D.C.: Office of Management Studies, Association of Research Libraries, June 1984.

Okerson, Ann and Kendon Stubbs. "The Library "Doomsday Machine"." Publishers Weekly 238.8 (February 8, 1991): 36-37.

Okerson, Ann. "Married to the Library". Library Acquisitions: Practice & Theory V. 13 (1989): 155-160.

Parkhurst, Carol A., editor. Library Perspectives on NREN: The National Research and Education Network. Chicago: Library and Information Technology Association, 1990.

Petersen, H. Craig. "University Libraries and Pricing Practices by Publishers of Scholarly Journals." Research in Higher Education 31.4 (August 1990): 307-314.

Phipps, Shelley E. "The Vision and the Voices: Creating the Learning Environment." ARL: A Bimonthly Newsletter of Research Library Issues and Actions 154 (January 4, 1991): 3-4.

Photocopy Services in ARL Libraries. Spec Kit 115. Washington, D.C.: Office of Management Studies, Association of Research Libraries, June 1985.

Plassard, Marie-France. "The Impact of New Technology on Document Availability and Access." Interlending and Document Supply 17.1 (January 1989): 3-10.

Puccio, Joseph A. Serials Reference Work. Englewood, CO: Libraries Unlimited, 1989.

Report of the ARL Serials Prices Project. Washington, D.C.: Association of Research Libraries, 1989.

Sanders, Howard J. "Troubled Times for Scientific Journals." Chemical & Engineering News 61.22 (May 30, 1983): 31-40.

Schuman, Patricia Glass. "Reclaiming Our Technological Future." Library Journal 115.4 (March 1, 1990): 34-38.

Shaughnessy, Thomas W. "From Ownership to Access: A Dilemma for Library Managers." Journal of Library Administration 14.1 (1991): 1-7.

Simpson, Donald B. "Library Consortia and Access to Information: Costs and Cost Justification." Journal of Library Administration 12.3 (1990): 83-97.

Stieg, Margaret F. "Technology and the Concept of Reference, or What Will Happen to the Milkman's Cow?" Library Journal 115.7 (April 15, 1990): 45-49.

Summerhill, Craig A. "Data Networks and the Academic Library." Information Packet on the Proposed National Research and Education Network (NREN). Library and Information Technology Association. American Library Association, 1990.

Telecommunications in ARL Libraries. Spec Kit 98. Washington, D.C.: Office of Management Studies, Association of Research Libraries, October 1983.

Tuck, Bill, et al. Project Quartet. Library and Information Research Report 76. West Yorkshire, England: British Library Board, 1990.

Turner, Judith Axler. "Enormous Changes in Scholarly Publishing Expected as Result of Advances in Information Technology." Chronicle of Higher Education 37.12 (November 21, 1990): A13,A16.

Turner, Judith Axler. "Lion in Den of Daniels' Seeks Cooperation With Colleges." Chronicle of Higher Education 37.12 (November 21, 1990): A13,A16.

Turner, Judith Axler. "U. of Southern California Revamps Computer Network to Offer Broad Access to Information." Chronicle of Higher Education 37.13 (November 28, 1990): A19,A22.

University Copyright Policies in ARL Libraries. Spec Kit 138. Washington, D.C.: Office of Management Studies, Association of Research Libraries, October 1987.

Use of Electronic Mail in Research Libraries. Spec Kit 149. Washington, D.C.: Office of Management Studies, Association of Research Libraries, November-December 1988.

Welsch, Erwin K. "Back to the Future: A Personal Statement on Collection Development in an Information Culture." Library Resources and Technical Services 33.1 (January-March 1989): 29-36.